

READ 180 Enterprise Stage B, ©2005
correlated to
Nevada English Language Arts Performance Standards
Grade 8

Performance Level Descriptors English/Language Arts, Grade 8	<i>READ 180 Enterprise</i> Stage B
Content Standard 1.0 Students know and use word analysis skills and strategies to comprehend new words encountered in texts.	
EXCEEDS STANDARD	
<ul style="list-style-type: none"> Consistently analyze and accurately apply knowledge of word origins to comprehend new words. 	<p>rBook Teacher’s Edition: Coaching Notes: 44, 45, 167 Vocabulary/Word Study: 44, 45, 222, 223 Workshop Wrap-Up: 55, 233 rBook Glossary: 236</p> <p>RDI 1 Resources for Differentiated Instruction, Reading Skills and Strategies: Vocabulary and Word Study, Lesson 11 Prefixes: 256, 257; Lesson 12 Suffixes: 258, 259; Lesson 16 Greek Roots: 266, 267; Lesson 17 Latin Roots: 268, 269; Lesson 18 Word Origins: 270, 271</p>
<ul style="list-style-type: none"> Use context and a variety of reference materials to determine the meanings of words in text. 	<p>rBook Teacher’s Edition: Coaching Notes: 44, 45, 164, 167, 186, 192, 194, 211 Readings: 116, 119, 164, 186, 192, 210 Vocabulary/Word Study: 20-21, 44, 45, 72-73, 96-97, 120-121, 146-147, 170-171, 194-195, 222, 223 Workshop Wrap-Up: 55, 233 rBook Glossary: 234-238</p> <p>Audiobooks Teaching Resources: <i>The Mighty</i>, p. 11; <i>Somewhere in the Darkness</i>, p. 13</p> <p>RDI 1 Resources for Differentiated Instruction, Reading Skills and Strategies: Phonics and Syllabication, Resources: 144, 145, 151; Vocabulary and Word Study, Lesson 2 Context Clues: Unfamiliar Words: 238, 239; Lesson 5 Using a Dictionary: 244, 245; Lesson 9, Using a Thesaurus: 252, 253; Lesson 10 Context Clues: Synonyms and Antonyms: 254, 255; Lesson 11 Prefixes: 256, 257; Lesson 12 Suffixes: 258, 259; Lesson 15 Context Clues: Definition and Example: 264, 265; Lesson 16 Greek Roots: 266, 267; Lesson 17 Latin Roots: 268, 269</p>

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<ul style="list-style-type: none"> Consistently analyze figurative language to get meaning from text. 	<p>rBook Teacher’s Edition: Coaching Notes: 10, 37, 88, 93, 170, 188, 208, 214, 216 Preview/Teach Vocabulary: 132 Readings: 140, 221 Vocabulary/Word Study: 10, 36, 88, 93, 170, 188, 208, 215, 216 Workshop Wrap-Up: 181 rBook Glossary: 235 rBook Reading Handbook: 242</p> <p>Audiobooks Teaching Resources: <i>Esperanza Rising</i>, p. 10</p> <p>RDI 1 Resources for Differentiated Instruction, Reading Skills and Strategies: Vocabulary and Word Study, Lesson 19 Idioms: 272, 273; Lesson 20 Figurative Language: 274, 275</p> <p>RDI 2 Resources for Differentiated Instruction, Writing & Grammar Strategies: Descriptive Writing, Lesson 8 Skill Builder: Using Metaphors and Similes: 53</p> <p>RDI 3 Resources for Differentiated Instruction, Strategies for English-Language Learners: Language Development Activities: Light As a Feather (game with similes): 60; Act Out Idioms (game to practice idioms): 67</p>
MEETS STANDARD	
<ul style="list-style-type: none"> Apply knowledge of Greek and Latin roots and affixes to comprehend new words. 	<p>rBook Teacher’s Edition: Coaching Notes: 44, 45, 167 Vocabulary/Word Study: 44, 45, 222, 223 Workshop Wrap-Up: 55, 233 rBook Glossary: 236</p> <p>RDI 1 Resources for Differentiated Instruction, Reading Skills and Strategies: Vocabulary and Word Study, Lesson 11 Prefixes: 256, 257; Lesson 12 Suffixes: 258, 259; Lesson 16 Greek Roots: 266, 267; Lesson 17 Latin Roots: 268, 269</p>

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<ul style="list-style-type: none"> Use dictionaries and glossaries to determine meanings of new words encountered in text. 	<p>rBook Teacher’s Edition: Vocabulary/Word Study: 20-21, 44-45, 72-73, 96-97, 120-121, 146-147, 170-171, 194-195, 222-223 rBook Glossary: 234-238</p> <p>RDI 1 Resources for Differentiated Instruction, Reading Skills and Strategies: Phonics and Syllabication, Resources: 144, 145, 151; Vocabulary and Word Study, Lesson 5 Using a Dictionary: 244, 245; Lesson 9, Using a Thesaurus: 252, 253</p>
<ul style="list-style-type: none"> Analyze figurative language to infer literal and figurative meaning from text. 	<p>rBook Teacher’s Edition: Coaching Notes: 10, 37, 88, 93, 170, 188, 208, 214, 216 Preview/Teach Vocabulary: 132 Readings: 140, 221 Vocabulary/Word Study: 10, 36, 88, 93, 170, 188, 208, 215, 216 Workshop Wrap-Up: 181 rBook Glossary: 235 rBook Reading Handbook: 242</p> <p>Audiobooks Teaching Resources: <i>Esperanza Rising</i>, p. 10</p> <p>RDI 1 Resources for Differentiated Instruction, Reading Skills and Strategies: Vocabulary and Word Study, Lesson 19 Idioms: 272, 273; Lesson 20 Figurative Language: 274, 275</p> <p>RDI 2 Resources for Differentiated Instruction, Writing & Grammar Strategies: Descriptive Writing, Lesson 8 Skill Builder: Using Metaphors and Similes: 53</p> <p>RDI 3 Resources for Differentiated Instruction, Strategies for English-Language Learners: Language Development Activities: Light As a Feather (game with similes): 60; Act Out Idioms (game to practice idioms): 67</p>

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APPROACHES STANDARD	
<ul style="list-style-type: none"> Occasionally apply knowledge of word origins to comprehend new words. 	<p>rBook Teacher's Edition: Coaching Notes: 44, 45, 167 Vocabulary/Word Study: 44, 45, 222, 223 Workshop Wrap-Up: 55, 233 rBook Glossary: 236</p> <p>RDI 1 Resources for Differentiated Instruction, Reading Skills and Strategies: Vocabulary and Word Study, Lesson 11 Prefixes: 256, 257; Lesson 12 Suffixes: 258, 259; Lesson 16 Greek Roots: 266, 267; Lesson 17 Latin Roots: 268, 269; Lesson 18 Word Origins: 270, 271</p>
<ul style="list-style-type: none"> Attempt to use dictionaries and glossaries to determine meanings of new words encountered in text. 	<p>rBook Teacher's Edition: Vocabulary/Word Study: 20-21, 44-45, 72-73, 96-97, 120-121, 146-147, 170-171, 194-195, 222-223 rBook Glossary: 234-238</p> <p>RDI 1 Resources for Differentiated Instruction, Reading Skills and Strategies: Phonics and Syllabication, Resources: 144, 145, 151; Vocabulary and Word Study, Lesson 5 Using a Dictionary: 244, 245; Lesson 9, Using a Thesaurus: 252, 253</p>
<ul style="list-style-type: none"> Have difficulty understanding figurative language. 	<p>rBook Teacher's Edition: Coaching Notes: 10, 37, 88, 93, 170, 188, 208, 214, 216 Preview/Teach Vocabulary: 132 Readings: 140, 221 Vocabulary/Word Study: 10, 36, 88, 93, 170, 188, 208, 215, 216 Workshop Wrap-Up: 181 rBook Glossary: 235 rBook Reading Handbook: 242</p> <p>Audiobooks Teaching Resources: <i>Esperanza Rising</i>, p. 10</p> <p>RDI 1 Resources for Differentiated Instruction, Reading Skills and Strategies:</p>

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<ul style="list-style-type: none"> Have difficulty understanding figurative language. (continued) 	<p>Vocabulary and Word Study, Lesson 19 Idioms: 272, 273; Lesson 20 Figurative Language: 274, 275</p> <p>RDI 2 Resources for Differentiated Instruction, Writing & Grammar Strategies: Descriptive Writing, Lesson 8 Skill Builder: Using Metaphors and Similes: 53</p> <p>RDI 3 Resources for Differentiated Instruction, Strategies for English-Language Learners: Language Development Activities: Light As a Feather (game with similes): 60; Act Out Idioms (game to practice idioms): 67</p>
BELOW STANDARD	
<ul style="list-style-type: none"> Rarely apply knowledge of word origins to comprehend new words. 	<p>rBook Teacher’s Edition: Coaching Notes: 44, 45, 167 Vocabulary/Word Study: 44, 45, 222, 223 Workshop Wrap-Up: 55, 233 rBook Glossary: 236</p> <p>RDI 1 Resources for Differentiated Instruction, Reading Skills and Strategies: Vocabulary and Word Study, Lesson 11 Prefixes: 256, 257; Lesson 12 Suffixes: 258, 259; Lesson 16 Greek Roots: 266, 267; Lesson 17 Latin Roots: 268, 269; Lesson 18 Word Origins: 270, 271</p>
<ul style="list-style-type: none"> Minimally or incorrectly use dictionaries and glossaries to determine meanings of new words encountered in text. 	<p>rBook Teacher’s Edition: Vocabulary/Word Study: 20-21, 44-45, 72-73, 96-97, 120-121, 146-147, 170-171, 194-195, 222-223 rBook Glossary: 234-238</p> <p>RDI 1 Resources for Differentiated Instruction, Reading Skills and Strategies: Phonics and Syllabication, Resources: 144, 145, 151; Vocabulary and Word Study, Lesson 5 Using a Dictionary: 244, 245; Lesson 9, Using a Thesaurus: 252, 253</p>

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<ul style="list-style-type: none"> Demonstrate little or no understanding of figurative language. 	<p>rBook Teacher’s Edition: Coaching Notes: 10, 37, 88, 93, 170, 188, 208, 214, 216 Preview/Teach Vocabulary: 132 Readings: 140, 221 Vocabulary/Word Study: 10, 36, 88, 93, 170, 188, 208, 215, 216 Workshop Wrap-Up: 181 rBook Glossary: 235 rBook Reading Handbook: 242</p> <p>Audiobooks Teaching Resources: <i>Esperanza Rising</i>, p. 10</p> <p>RDI 1 Resources for Differentiated Instruction, Reading Skills and Strategies: Vocabulary and Word Study, Lesson 19 Idioms: 272, 273; Lesson 20 Figurative Language: 274, 275</p> <p>RDI 2 Resources for Differentiated Instruction, Writing & Grammar Strategies: Descriptive Writing, Lesson 8 Skill Builder: Using Metaphors and Similes: 53</p> <p>RDI 3 Resources for Differentiated Instruction, Strategies for English-Language Learners: Language Development Activities: Light As a Feather (game with similes): 60; Act Out Idioms (game to practice idioms): 67</p>
<p>Content Standard 2.0 Students use reading process skills and strategies to build comprehension.</p>	
<p>EXCEEDS STANDARD</p>	
<ul style="list-style-type: none"> Effectively apply prereading strategies to sophisticated text. 	<p>rBook Teacher’s Edition: Best Practices: 32D, 84D, 108D, 132D, 132F, 158D, 182D, 206D Strategic Reading: 11, 15, 35, 39, 59, 87, 91, 111, 115, 135, 161, 165, 185, 189, 209, 213 Coaching Notes: 42, 92, 139, 140, 184</p> <p>RDI 1 Resources for Differentiated Instruction, Reading Skills and Strategies:</p>

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<ul style="list-style-type: none"> Effectively apply prereading strategies to sophisticated text. (continued) 	<p>Comprehension: Lessons 1-2 Read for Detail: 288, 289; Lessons 3-4 Sequence of Events: 290, 291; Lessons 5-6 Main Idea and Details: 292, 293; Lessons 7-8 Summarize: 294, 295; Lessons 9-10 Cause and Effect: 296, 297; Lessons 11-12 Compare and Contrast: 298, 299; Lessons 13-14 Problem and Solution: 300, 301; Lessons 15-16 Make Inferences: 302, 303; Lessons 17-18 Draw Conclusions: 304, 305; Lessons 19-20 Analyze Character: 306, 307; Lessons 21-22 Analyze Setting: 308, 309; Lessons 23-24 Analyze Plot: 310, 311; Lessons 25-26 Analyze Theme: 312, 313, Lesson 28 Take Notes: 315</p> <p>RDI 2 Resources for Differentiated Instruction, Writing & Grammar Strategies: Research, Lesson 28 Organizing Information and Notes: 144-146</p>
<ul style="list-style-type: none"> Independently apply and analyze skills and strategies to ensure comprehension. 	<p>rBook Teacher’s Edition: Best Practices: 32C-32D, 158C-158D, 182C-182D, 206C-206D Readings: 10-11, 12-15, 16-19, 34-35, 36-39, 40-43, 60-69, 70, 71, 86-87, 88-91, 92-95, 110-111, 112-115, 116-119, 136-143, 144-145, 160-161, 162-165, 166-169, 184-185, 186-189, 190-193, 208-209, 210-219, 220-221 rBook Reading Handbook: 239, 240</p> <p>Paperbacks Teaching Resources: <i>All in a Day’s Work and Other Stories</i>, p. 14; <i>The Band</i>, p. 15; <i>Donner Party: A Diary of a Survivor</i>, p. 16; <i>The Escape: A Classic Story of Suspense</i>, p. 17; <i>King Arthur</i>, p. 19; <i>King of the Hill</i>, p. 20; <i>UFOs: Fact or Fiction?</i> p. 22; <i>Destination: Everest</i>, p. 25; <i>Frankenstein</i>, p. 26; <i>Happy Burger</i>, p. 27; <i>Hiroshima</i>, p. 28; <i>Jane Eyre</i>, p. 29; <i>Secrets of Oak Park</i>, p. 31; <i>The Big Lie: A True Story</i>, p. 34; <i>Dive, Book Two: The Deep</i>, p. 35; <i>Money Hungry</i>, p. 36; <i>Summer on Wheels</i>, p. 39; <i>Visitors: Strange Invaders</i>, p. 40; <i>Wait Until Dark</i>, p. 41; <i>Won’t</i></p>

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<ul style="list-style-type: none"> Independently apply and analyze skills and strategies to ensure comprehension. (continued) 	<p><i>Know Till I Get There</i>, p. 42; <i>Classic Tales of Terror</i>, p. 44; <i>Zero Tolerance</i>, p. 52</p> <p>RDI 1 Resources for Differentiated Instruction, Reading Skills and Strategies: Comprehension, Lessons 3-4 Sequence of Events: 290-291; Lessons 9-10 Cause and Effect: 296-297; Lessons 15-16 Make Inferences: 302-303; Lessons 17-18 Draw Conclusions: 304-305; Lesson 31 Make Predictions: 318</p>
<ul style="list-style-type: none"> Independently adjust reading rate to match purpose, task, and text difficulty. 	<p>rBook Teacher’s Edition:</p> <p>Readings: 10-11, 12-15, 16-19, 34-35, 36-39, 40-43, 60-69, 70, 71, 86-87, 88-91, 92-95, 110-111, 112-115, 116-119, 136-143, 144-145, 160-161, 162-165, 166-169, 184-185, 186-189, 190-193, 208-209, 210-219, 220-221</p> <p>RDI 1 Resources for Differentiated Instruction, Reading Skills and Strategies: Fluency, Lesson 1 Modeled Fluent Reading: 164, 165, 166, 167; Lesson 2 Phrase-Cued Reading: 168, 169, 170, 171; Lesson 3 Oral Recitation/Retelling: 172, 173, 174, 175; Lesson 5 Repeated Timed Reading: 180, 181, 182, 183; Comprehension, Lesson 27 Skim and Scan: 314; Lesson 38 Read Instructions: 325; Lesson 39 Read Content-Area Text: 326; Lesson 45 Read Across Texts: 332</p>
<ul style="list-style-type: none"> Thoughtfully use outlines, maps, and graphic organizers to aid comprehension. 	<p>rBook Teacher’s Edition:</p> <p>Best Practices: 32D, 84D, 108D, 132D, 132F, 158D, 182D, 206D</p> <p>Strategic Reading: 11, 15, 35, 39, 59, 87, 91, 111, 115, 135, 161, 165, 185, 189, 209, 213</p> <p>Coaching Notes: 42, 92, 139, 140, 184</p> <p>RDI 1 Resources for Differentiated Instruction, Reading Skills and Strategies: Comprehension: Lessons 1-2 Read for Detail: 288, 289; Lessons 3-4 Sequence of</p>

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<ul style="list-style-type: none"> Thoughtfully use outlines, maps, and graphic organizers to aid comprehension. (continued) 	<p>Events: 290, 291; Lessons 5-6 Main Idea and Details: 292, 293; Lessons 7-8 Summarize: 294, 295; Lessons 9-10 Cause and Effect: 296, 297; Lessons 11-12 Compare and Contrast: 298, 299; Lessons 13-14 Problem and Solution: 300, 301; Lessons 15-16 Make Inferences: 302, 303; Lessons 17-18 Draw Conclusions: 304, 305; Lessons 19-20 Analyze Character: 306, 307; Lessons 21-22 Analyze Setting: 308, 309; Lessons 23-24 Analyze Plot: 310, 311; Lessons 25-26 Analyze Theme: 312, 313, Lesson 28 Take Notes: 315</p> <p>RDI 2 Resources for Differentiated Instruction, Writing & Grammar Strategies: Research, Lesson 28 Organizing Information and Notes: 144-146</p>
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MEETS STANDARD

<ul style="list-style-type: none"> Apply prereading strategies. 	<p>rBook Teacher’s Edition: Best Practices: 32D, 84D, 108D, 132D, 132F, 158D, 182D, 206D Strategic Reading: 11, 15, 35, 39, 59, 87, 91, 111, 115, 135, 161, 165, 185, 189, 209, 213 Coaching Notes: 42, 92, 139, 140, 184</p> <p>RDI 1 Resources for Differentiated Instruction, Reading Skills and Strategies: Comprehension: Lessons 1-2 Read for Detail: 288, 289; Lessons 3-4 Sequence of Events: 290, 291; Lessons 5-6 Main Idea and Details: 292, 293; Lessons 7-8 Summarize: 294, 295; Lessons 9-10 Cause and Effect: 296, 297; Lessons 11-12 Compare and Contrast: 298, 299; Lessons 13-14 Problem and Solution: 300, 301; Lessons 15-16 Make Inferences: 302, 303; Lessons 17-18 Draw Conclusions: 304, 305; Lessons 19-20 Analyze Character: 306, 307; Lessons 21-22 Analyze Setting: 308, 309; Lessons 23-24 Analyze Plot: 310, 311; Lessons 25-26 Analyze Theme: 312, 313, Lesson 28 Take</p>
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<ul style="list-style-type: none"> Apply prereading strategies. (continued) 	<p>Notes: 315</p> <p>RDI 2 Resources for Differentiated Instruction, Writing & Grammar Strategies: Research, Lesson 28 Organizing Information and Notes: 144-146</p>
<ul style="list-style-type: none"> Apply and analyze skills and strategies that enhance comprehension. 	<p>rBook Teacher’s Edition: Best Practices: 32C-32D, 158C-158D, 182C-182D, 206C-206D Readings: 10-11, 12-15, 16-19, 34-35, 36-39, 40-43, 60-69, 70, 71, 86-87, 88-91, 92-95, 110-111, 112-115, 116-119, 136-143, 144-145, 160-161, 162-165, 166-169, 184-185, 186-189, 190-193, 208-209, 210-219, 220-221 rBook Reading Handbook: 239, 240</p> <p>Paperbacks Teaching Resources: <i>All in a Day’s Work and Other Stories</i>, p. 14; <i>The Band</i>, p. 15; <i>Donner Party: A Diary of a Survivor</i>, p. 16; <i>The Escape: A Classic Story of Suspense</i>, p. 17; <i>King Arthur</i>, p. 19; <i>King of the Hill</i>, p. 20; <i>UFOs: Fact or Fiction?</i> p. 22; <i>Destination: Everest</i>, p. 25; <i>Frankenstein</i>, p. 26; <i>Happy Burger</i>, p. 27; <i>Hiroshima</i>, p. 28; <i>Jane Eyre</i>, p. 29; <i>Secrets of Oak Park</i>, p. 31; <i>The Big Lie: A True Story</i>, p. 34; <i>Dive, Book Two: The Deep</i>, p. 35; <i>Money Hungry</i>, p. 36; <i>Summer on Wheels</i>, p. 39; <i>Visitors: Strange Invaders</i>, p. 40; <i>Wait Until Dark</i>, p. 41; <i>Won’t Know Till I Get There</i>, p. 42; <i>Classic Tales of Terror</i>, p. 44; <i>Zero Tolerance</i>, p. 52</p> <p>RDI 1 Resources for Differentiated Instruction, Reading Skills and Strategies: Comprehension, Lessons 3-4 Sequence of Events: 290-291; Lessons 9-10 Cause and Effect: 296-297; Lessons 15-16 Make Inferences: 302-303; Lessons 17-18 Draw Conclusions: 304-305; Lesson 31 Make Predictions: 318</p>

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<ul style="list-style-type: none"> Use outlines, maps, and graphic organizers to aid comprehension. 	<p>rBook Teacher’s Edition: Best Practices: 32D, 84D, 108D, 132D, 132F, 158D, 182D, 206D Strategic Reading: 11, 15, 35, 39, 59, 87, 91, 111, 115, 135, 161, 165, 185, 189, 209, 213 Coaching Notes: 42, 92, 139, 140, 184</p> <p>RDI 1 Resources for Differentiated Instruction, Reading Skills and Strategies: Comprehension: Lessons 1-2 Read for Detail: 288, 289; Lessons 3-4 Sequence of Events: 290, 291; Lessons 5-6 Main Idea and Details: 292, 293; Lessons 7-8 Summarize: 294, 295; Lessons 9-10 Cause and Effect: 296, 297; Lessons 11-12 Compare and Contrast: 298, 299; Lessons 13-14 Problem and Solution: 300, 301; Lessons 15-16 Make Inferences: 302, 303; Lessons 17-18 Draw Conclusions: 304, 305; Lessons 19-20 Analyze Character: 306, 307; Lessons 21-22 Analyze Setting: 308, 309; Lessons 23-24 Analyze Plot: 310, 311; Lessons 25-26 Analyze Theme: 312, 313, Lesson 28 Take Notes: 315</p> <p>RDI 2 Resources for Differentiated Instruction, Writing & Grammar Strategies: Research, Lesson 28 Organizing Information and Notes: 144-146</p>
<ul style="list-style-type: none"> Adjust reading rate to match purpose, task, and text difficulty. 	<p>rBook Teacher’s Edition: Readings: 10-11, 12-15, 16-19, 34-35, 36-39, 40-43, 60-69, 70, 71, 86-87, 88-91, 92-95, 110-111, 112-115, 116-119, 136-143, 144-145, 160-161, 162-165, 166-169, 184-185, 186-189, 190-193, 208-209, 210-219, 220-221</p> <p>RDI 1 Resources for Differentiated Instruction, Reading Skills and Strategies: Fluency, Lesson 1 Modeled Fluent Reading: 164, 165, 166, 167; Lesson 2 Phrase-Cued Reading: 168, 169, 170, 171; Lesson 3 Oral</p>

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<ul style="list-style-type: none"> Adjust reading rate to match purpose, task, and text difficulty. (continued) 	<p>Recitation/Retelling: 172, 173, 174, 175; Lesson 5 Repeated Timed Reading: 180, 181, 182, 183; Comprehension, Lesson 27 Skim and Scan: 314; Lesson 38 Read Instructions: 325; Lesson 39 Read Content-Area Text: 326; Lesson 45 Read Across Texts: 332</p>
APPROACHES STANDARD	
<ul style="list-style-type: none"> Attempt to apply prereading strategies. 	<p>rBook Teacher’s Edition: Best Practices: 32D, 84D, 108D, 132D, 132F, 158D, 182D, 206D Strategic Reading: 11, 15, 35, 39, 59, 87, 91, 111, 115, 135, 161, 165, 185, 189, 209, 213 Coaching Notes: 42, 92, 139, 140, 184</p> <p>RDI 1 Resources for Differentiated Instruction, Reading Skills and Strategies: Comprehension: Lessons 1-2 Read for Detail: 288, 289; Lessons 3-4 Sequence of Events: 290, 291; Lessons 5-6 Main Idea and Details: 292, 293; Lessons 7-8 Summarize: 294, 295; Lessons 9-10 Cause and Effect: 296, 297; Lessons 11-12 Compare and Contrast: 298, 299; Lessons 13-14 Problem and Solution: 300, 301; Lessons 15-16 Make Inferences: 302, 303; Lessons 17-18 Draw Conclusions: 304, 305; Lessons 19-20 Analyze Character: 306, 307; Lessons 21-22 Analyze Setting: 308, 309; Lessons 23-24 Analyze Plot: 310, 311; Lessons 25-26 Analyze Theme: 312, 313, Lesson 28 Take Notes: 315</p> <p>RDI 2 Resources for Differentiated Instruction, Writing & Grammar Strategies: Research, Lesson 28 Organizing Information and Notes: 144-146</p>
<ul style="list-style-type: none"> Have limited success in selecting and identifying skills and strategies that enhance comprehension. 	<p>rBook Teacher’s Edition: Best Practices: 32C-32D, 158C-158D, 182C-182D, 206C-206D Readings: 10-11, 12-15, 16-19, 34-35, 36-39, 40-43, 60-69, 70, 71, 86-87, 88-91, 92-95,</p>

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<ul style="list-style-type: none"> Have limited success in selecting and identifying skills and strategies that enhance comprehension. (continued) 	<p>110-111, 112-115, 116-119, 136-143, 144-145, 160-161, 162-165, 166-169, 184-185, 186-189, 190-193, 208-209, 210-219, 220-221 rBook Reading Handbook: 239, 240</p> <p>Paperbacks Teaching Resources: <i>All in a Day's Work and Other Stories</i>, p. 14; <i>The Band</i>, p. 15; <i>Donner Party: A Diary of a Survivor</i>, p. 16; <i>The Escape: A Classic Story of Suspense</i>, p. 17; <i>King Arthur</i>, p. 19; <i>King of the Hill</i>, p. 20; <i>UFOs: Fact or Fiction?</i> p. 22; <i>Destination: Everest</i>, p. 25; <i>Frankenstein</i>, p. 26; <i>Happy Burger</i>, p. 27; <i>Hiroshima</i>, p. 28; <i>Jane Eyre</i>, p. 29; <i>Secrets of Oak Park</i>, p. 31; <i>The Big Lie: A True Story</i>, p. 34; <i>Dive, Book Two: The Deep</i>, p. 35; <i>Money Hungry</i>, p. 36; <i>Summer on Wheels</i>, p. 39; <i>Visitors: Strange Invaders</i>, p. 40; <i>Wait Until Dark</i>, p. 41; <i>Won't Know Till I Get There</i>, p. 42; <i>Classic Tales of Terror</i>, p. 44; <i>Zero Tolerance</i>, p. 52</p> <p>RDI 1 Resources for Differentiated Instruction, Reading Skills and Strategies: Comprehension, Lessons 3-4 Sequence of Events: 290-291; Lessons 9-10 Cause and Effect: 296-297; Lessons 15-16 Make Inferences: 302-303; Lessons 17-18 Draw Conclusions: 304-305; Lesson 31 Make Predictions: 318</p>
<ul style="list-style-type: none"> Inaccurately use outlines, maps, or graphic organizers to aid comprehension. 	<p>rBook Teacher's Edition: Best Practices: 32D, 84D, 108D, 132D, 132F, 158D, 182D, 206D Strategic Reading: 11, 15, 35, 39, 59, 87, 91, 111, 115, 135, 161, 165, 185, 189, 209, 213 Coaching Notes: 42, 92, 139, 140, 184</p> <p>RDI 1 Resources for Differentiated Instruction, Reading Skills and Strategies: Comprehension: Lessons 1-2 Read for Detail: 288, 289; Lessons 3-4 Sequence of Events: 290, 291; Lessons 5-6 Main Idea and Details: 292, 293; Lessons 7-8 Summarize:</p>

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<ul style="list-style-type: none"> Inaccurately use outlines, maps, or graphic organizers to aid comprehension. (continued) 	<p>294, 295; Lessons 9-10 Cause and Effect: 296, 297; Lessons 11-12 Compare and Contrast: 298, 299; Lessons 13-14 Problem and Solution: 300, 301; Lessons 15-16 Make Inferences: 302, 303; Lessons 17-18 Draw Conclusions: 304, 305; Lessons 19-20 Analyze Character: 306, 307; Lessons 21-22 Analyze Setting: 308, 309; Lessons 23-24 Analyze Plot: 310, 311; Lessons 25-26 Analyze Theme: 312, 313, Lesson 28 Take Notes: 315</p> <p>RDI 2 Resources for Differentiated Instruction, Writing & Grammar Strategies: Research, Lesson 28 Organizing Information and Notes: 144-146</p>
<ul style="list-style-type: none"> Rarely adjust reading rate to match purpose, task, and text difficulty. 	<p>rBook Teacher’s Edition: Readings: 10-11, 12-15, 16-19, 34-35, 36-39, 40-43, 60-69, 70, 71, 86-87, 88-91, 92-95, 110-111, 112-115, 116-119, 136-143, 144-145, 160-161, 162-165, 166-169, 184-185, 186-189, 190-193, 208-209, 210-219, 220-221</p> <p>RDI 1 Resources for Differentiated Instruction, Reading Skills and Strategies: Fluency, Lesson 1 Modeled Fluent Reading: 164, 165, 166, 167; Lesson 2 Phrase-Cued Reading: 168, 169, 170, 171; Lesson 3 Oral Recitation/Retelling: 172, 173, 174, 175; Lesson 5 Repeated Timed Reading: 180, 181, 182, 183; Comprehension, Lesson 27 Skim and Scan: 314; Lesson 38 Read Instructions: 325; Lesson 39 Read Content-Area Text: 326; Lesson 45 Read Across Texts: 332</p>
BELOW STANDARD	
<ul style="list-style-type: none"> Use prereading strategies with rudimentary success. 	<p>rBook Teacher’s Edition: Best Practices: 32D, 84D, 108D, 132D, 132F, 158D, 182D, 206D Strategic Reading: 11, 15, 35, 39, 59, 87, 91, 111, 115, 135, 161, 165, 185, 189, 209, 213</p>

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<ul style="list-style-type: none"> Use prereading strategies with rudimentary success. (continued) 	<p>Coaching Notes: 42, 92, 139, 140, 184</p> <p>RDI 1 Resources for Differentiated Instruction, Reading Skills and Strategies: Comprehension: Lessons 1-2 Read for Detail: 288, 289; Lessons 3-4 Sequence of Events: 290, 291; Lessons 5-6 Main Idea and Details: 292, 293; Lessons 7-8 Summarize: 294, 295; Lessons 9-10 Cause and Effect: 296, 297; Lessons 11-12 Compare and Contrast: 298, 299; Lessons 13-14 Problem and Solution: 300, 301; Lessons 15-16 Make Inferences: 302, 303; Lessons 17-18 Draw Conclusions: 304, 305; Lessons 19-20 Analyze Character: 306, 307; Lessons 21-22 Analyze Setting: 308, 309; Lessons 23-24 Analyze Plot: 310, 311; Lessons 25-26 Analyze Theme: 312, 313, Lesson 28 Take Notes: 315</p> <p>RDI 2 Resources for Differentiated Instruction, Writing & Grammar Strategies: Research, Lesson 28 Organizing Information and Notes: 144-146</p>
<ul style="list-style-type: none"> Show some effort to select skills and strategies that enhance comprehension. 	<p>rBook Teacher’s Edition: Best Practices: 32C-32D, 158C-158D, 182C-182D, 206C-206D Readings: 10-11, 12-15, 16-19, 34-35, 36-39, 40-43, 60-69, 70, 71, 86-87, 88-91, 92-95, 110-111, 112-115, 116-119, 136-143, 144-145, 160-161, 162-165, 166-169, 184-185, 186-189, 190-193, 208-209, 210-219, 220-221 rBook Reading Handbook: 239, 240</p> <p>Paperbacks Teaching Resources: <i>All in a Day’s Work and Other Stories</i>, p. 14; <i>The Band</i>, p. 15; <i>Donner Party: A Diary of a Survivor</i>, p. 16; <i>The Escape: A Classic Story of Suspense</i>, p. 17; <i>King Arthur</i>, p. 19; <i>King of the Hill</i>, p. 20; <i>UFOs: Fact or Fiction?</i> p. 22; <i>Destination: Everest</i>, p. 25; <i>Frankenstein</i>, p. 26; <i>Happy Burger</i>, p. 27; <i>Hiroshima</i>, p. 28; <i>Jane Eyre</i>, p. 29; <i>Secrets of Oak Park</i>, p. 31;</p>

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<ul style="list-style-type: none"> • Show some effort to select skills and strategies that enhance comprehension. (continued) 	<p><i>The Big Lie: A True Story</i>, p. 34; <i>Dive, Book Two: The Deep</i>, p. 35; <i>Money Hungry</i>, p. 36; <i>Summer on Wheels</i>, p. 39; <i>Visitors: Strange Invaders</i>, p. 40; <i>Wait Until Dark</i>, p. 41; <i>Won't Know Till I Get There</i>, p. 42; <i>Classic Tales of Terror</i>, p. 44; <i>Zero Tolerance</i>, p. 52</p> <p>RDI 1 Resources for Differentiated Instruction, Reading Skills and Strategies: Comprehension, Lessons 3-4 Sequence of Events: 290-291; Lessons 9-10 Cause and Effect: 296-297; Lessons 15-16 Make Inferences: 302-303; Lessons 17-18 Draw Conclusions: 304-305; Lesson 31 Make Predictions: 318</p>
<ul style="list-style-type: none"> • May not use outlines, maps, or graphic organizers to aid comprehension. 	<p>rBook Teacher's Edition: Best Practices: 32D, 84D, 108D, 132D, 132F, 158D, 182D, 206D Strategic Reading: 11, 15, 35, 39, 59, 87, 91, 111, 115, 135, 161, 165, 185, 189, 209, 213 Coaching Notes: 42, 92, 139, 140, 184</p> <p>RDI 1 Resources for Differentiated Instruction, Reading Skills and Strategies: Comprehension: Lessons 1-2 Read for Detail: 288, 289; Lessons 3-4 Sequence of Events: 290, 291; Lessons 5-6 Main Idea and Details: 292, 293; Lessons 7-8 Summarize: 294, 295; Lessons 9-10 Cause and Effect: 296, 297; Lessons 11-12 Compare and Contrast: 298, 299; Lessons 13-14 Problem and Solution: 300, 301; Lessons 15-16 Make Inferences: 302, 303; Lessons 17-18 Draw Conclusions: 304, 305; Lessons 19-20 Analyze Character: 306, 307; Lessons 21-22 Analyze Setting: 308, 309; Lessons 23-24 Analyze Plot: 310, 311; Lessons 25-26 Analyze Theme: 312, 313, Lesson 28 Take Notes: 315</p>

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<ul style="list-style-type: none"> May not use outlines, maps, or graphic organizers to aid comprehension. (continued) 	<p>RDI 2 Resources for Differentiated Instruction, Writing & Grammar Strategies: Research, Lesson 28 Organizing Information and Notes: 144-146</p>
<ul style="list-style-type: none"> Do not adjust reading rate to match purpose, task, and text difficulty. 	<p>rBook Teacher’s Edition:</p> <p>Readings: 10-11, 12-15, 16-19, 34-35, 36-39, 40-43, 60-69, 70, 71, 86-87, 88-91, 92-95, 110-111, 112-115, 116-119, 136-143, 144-145, 160-161, 162-165, 166-169, 184-185, 186-189, 190-193, 208-209, 210-219, 220-221</p> <p>RDI 1 Resources for Differentiated Instruction, Reading Skills and Strategies: Fluency, Lesson 1 Modeled Fluent Reading: 164, 165, 166, 167; Lesson 2 Phrase-Cued Reading: 168, 169, 170, 171; Lesson 3 Oral Recitation/Retelling: 172, 173, 174, 175; Lesson 5 Repeated Timed Reading: 180, 181, 182, 183; Comprehension, Lesson 27 Skim and Scan: 314; Lesson 38 Read Instructions: 325; Lesson 39 Read Content-Area Text: 326; Lesson 45 Read Across Texts: 332</p>
<p>Content Standard 3.0 Students read to comprehend, interpret, and evaluate literature from a variety of authors, cultures, and times.</p>	
<p>EXCEEDS STANDARD</p>	
<ul style="list-style-type: none"> Conduct a comprehensive evaluation of story elements to determine their importance in the story. 	<p>rBook Teacher’s Edition:</p> <p>Best Practices: 56C, 132E</p> <p>Coaching Notes: 65, 66, 142, 143</p> <p>Readings: 59, 60-69, 135, 137, 139, 141, 142, 143</p> <p>Workshop Wrap-Up: 82</p> <p>rBook Reading Handbook: 242</p> <p>Audiobooks Teaching Resources: <i>Holes</i>, p. 11; <i>The Stowaway</i>, p. 13; <i>Flight #116 Is Down!</i>, p. 33</p> <p>Paperbacks Teaching Resources: <i>Alcatraz: Prison for America’s Most Wanted</i>, p. 13; <i>The</i></p>

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<ul style="list-style-type: none"> Conduct a comprehensive evaluation of story elements to determine their importance in the story. (continued) 	<p><i>Band</i>, p. 15; <i>Hear Me</i>, p. 18; <i>King Arthur</i>, p. 19; <i>King of the Hill</i>, p. 20; <i>Narrative of the Life of Frederick Douglass</i>, p. 21; <i>Alison’s Trumpet and Other Stories</i>, p. 23; <i>Night Bird: A Story of the Seminole Indians</i>, p. 30, 89; <i>Dive, Book Two: The Deep</i>, p. 35; <i>Among the Hidden</i>, p. 43; <i>The Band</i>, p. 59; <i>Alison’s Trumpet and Other Stories</i>, p. 75; <i>Jane Eyre</i>, p. 87; <i>Quinceañera Means Sweet 15</i>, p. 103; <i>Miracle’s Boys</i>, p. 125; <i>Moby Dick</i>, p. 127; <i>Stealing Home</i>, p. 129</p> <p>RDI 1 Resources for Differentiated Instruction, Reading Skills and Strategies: Comprehension, Lessons 19-20 Analyze Character: 306, 307; Lessons 23-24 Analyze Plot: 310, 311; Literary Elements: Conflict: 333; Suspense: 333; Dialogue: 335; Flashback and Foreshadowing: 335</p>
<ul style="list-style-type: none"> Make inferences and predictions about characters’ actions supported by the text. 	<p>rBook Teacher’s Edition: Best Practices: 56C Coaching Notes: 65, 66, 142 Readings: 60-69 Workshop Wrap-Up: 82</p> <p>Audiobooks Teaching Resources: <i>Flight #116 Is Down!</i>, p. 33</p> <p>Paperbacks Teaching Resources: <i>Alcatraz: Prison for America’s Most Wanted</i>, p. 13; <i>The Band</i>, p. 15; <i>Hear Me</i>, p. 18; <i>Narrative of the Life of Frederick Douglass</i>, p. 21; <i>Night Bird: A Story of the Seminole Indians</i>, p. 30, 89; <i>Dive, Book Two: The Deep</i>, p. 35; <i>Alison’s Trumpet and Other Stories</i>, p. 75; <i>Quinceañera Means Sweet 15</i>, p. 103; <i>Moby Dick</i>, p. 127; <i>Stealing Home</i>, p. 129</p> <p>RDI 1 Resources for Differentiated Instruction, Reading Skills and Strategies: Comprehension, Lessons 15-16 Make</p>

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<ul style="list-style-type: none"> • Make inferences and predictions about characters' actions supported by the text. (continued) 	<p>Inferences: 302-303; Lessons 19-20 Analyze Character: 306, 307; Lesson 31 Make Predictions: 318</p>
<ul style="list-style-type: none"> • Analyze and explain the connections among an author, the historical and cultural context, and the work. 	<p>rBook Teacher's Edition: Readings: 60-69, 136-143</p> <p>Paperbacks Teaching Resources: <i>Donner Party: A Diary of a Survivor</i>, p. 16; <i>King Arthur</i>, p. 19; <i>Hiroshima</i>, p. 28; <i>Night Bird: A Story of the Seminole Indians</i>, p. 30</p>
<ul style="list-style-type: none"> • Present an insightful analysis of a recurring theme in several selections. 	<p>rBook Teacher's Edition: Coaching Notes: 70, 71 Readings: 59, 69, 70, 71 rBook Reading Handbook: 241, 242</p> <p>Audiobooks Teaching Resources: <i>Rimshots</i>, p. 12</p> <p>Paperbacks Teaching Resources: <i>Happy Burger</i>, p. 27</p> <p>RDI 1 Resources for Differentiated Instruction, Reading Skills and Strategies: Comprehension, Lessons 25-26 Analyze Theme: 312, 313; Literary Elements: Universal Theme: 337</p> <p>Topic Software Teaching Resources: Art Attack: 1.1-1.4; Disaster!: 2.1-2.4; Survive: 3.1-3.4; Help Wanted: 4.1-4.4; Show Me the Money!: 5.1-5.4; You and the Law: 6.1-6.4; Beating the Odds: 7.1-7.4; Extreme Sports: 8.1-8.4; The Whole World Watched: 9.1-9.4</p>
<ul style="list-style-type: none"> • Evaluate the effectiveness of techniques utilized by an author to elicit reader response. 	<p>rBook Teacher's Edition: Readings: 70, 71, 144-145, 220-221 rBook Reading Handbook: 242</p>

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<ul style="list-style-type: none"> Evaluate the effectiveness of techniques utilized by an author to elicit reader response. (continued) 	<p>Audiobooks Teaching Resources: <i>Rimshots</i>, p. 12</p> <p>RDI 1 Resources for Differentiated Instruction, Reading Skills and Strategies: Vocabulary and Word Study, Lesson 20 Figurative Language: 274-275; Comprehension, Lesson 43 Read Poetry: 330</p> <p>RDI 2 Resources for Differentiated Instruction, Writing & Grammar Strategies: Poetry, Lesson 25 Haiku: 134-138</p> <p>RDI 3 Resources for Differentiated Instruction, Strategies for English-Language Learners: Language Development Activities: Rhyme Scheme (identify and use rhyming words): 33; Three Cheers! (recognizing speech rhythms): 36; Light As a Feather (game with similes): 60</p>
<ul style="list-style-type: none"> Consistently compare and analyze characteristics and elements of various literary forms. 	<p>rBook Teacher’s Edition: Readings: 60-69, 136-143</p> <p>Paperbacks Teaching Resources: Teaching Plans Level 1: pp. 15, 16, 17, 18, 19, 22; Teaching Plans Level 2: pp. 24, 25, 26, 28, 30, 31; Teaching Plans Level 3: pp. 33, 35, 36, 37, 39, 40, 41, 42; Teaching Plans Level 4: pp. 43, 44, 45, 48, 49</p>
MEETS STANDARD	
<ul style="list-style-type: none"> Analyze and evaluate story elements to determine their importance to the story. 	<p>rBook Teacher’s Edition: Best Practices: 56C, 132E Coaching Notes: 65, 66, 142, 143 Readings: 59, 60-69, 135, 137, 139, 141, 142, 143 Workshop Wrap-Up: 82 rBook Reading Handbook: 242</p>

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<ul style="list-style-type: none"> Analyze and evaluate story elements to determine their importance to the story. (continued) 	<p>Audiobooks Teaching Resources: <i>Holes</i>, p. 11; <i>The Stowaway</i>, p. 13; <i>Flight #116 Is Down!</i>, p. 33</p> <p>Paperbacks Teaching Resources: <i>Alcatraz: Prison for America’s Most Wanted</i>, p. 13; <i>The Band</i>, p. 15; <i>Hear Me</i>, p. 18; <i>King Arthur</i>, p. 19; <i>King of the Hill</i>, p. 20; <i>Narrative of the Life of Frederick Douglass</i>, p. 21; <i>Alison’s Trumpet and Other Stories</i>, p. 23; <i>Night Bird: A Story of the Seminole Indians</i>, p. 30, 89; <i>Dive, Book Two: The Deep</i>, p. 35; <i>Among the Hidden</i>, p. 43; <i>The Band</i>, p. 59; <i>Alison’s Trumpet and Other Stories</i>, p. 75; <i>Jane Eyre</i>, p. 87; <i>Quinceañera Means Sweet 15</i>, p. 103; <i>Miracle’s Boys</i>, p. 125; <i>Moby Dick</i>, p. 127; <i>Stealing Home</i>, p. 129</p> <p>RDI 1 Resources for Differentiated Instruction, Reading Skills and Strategies: Comprehension, Lessons 19-20 Analyze Character: 306, 307; Lessons 23-24 Analyze Plot: 310, 311; Literary Elements: Conflict: 333; Suspense: 333; Dialogue: 335; Flashback and Foreshadowing: 335</p>
<ul style="list-style-type: none"> Explain inferences regarding the motives of characters and consequences of action by citing the text. 	<p>rBook Teacher’s Edition: Best Practices: 56C Coaching Notes: 65, 66, 142 Readings: 60-69 Workshop Wrap-Up: 82</p> <p>Audiobooks Teaching Resources: <i>Flight #116 Is Down!</i>, p. 33</p> <p>Paperbacks Teaching Resources: <i>Alcatraz: Prison for America’s Most Wanted</i>, p. 13; <i>The Band</i>, p. 15; <i>Hear Me</i>, p. 18; <i>Narrative of the Life of Frederick Douglass</i>, p. 21; <i>Night Bird: A Story of the Seminole Indians</i>, p. 30, 89; <i>Dive, Book Two: The Deep</i>, p. 35; <i>Alison’s Trumpet and Other Stories</i>, p. 75; <i>Quinceañera Means</i></p>

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<ul style="list-style-type: none"> Explain inferences regarding the motives of characters and consequences of action by citing the text. (continued) 	<p><i>Sweet 15</i>, p. 103; <i>Moby Dick</i>, p. 127; <i>Stealing Home</i>, p. 129</p> <p>RDI 1 Resources for Differentiated Instruction, Reading Skills and Strategies: Comprehension, Lessons 15-16 Make Inferences: 302-303; Lessons 19-20 Analyze Character: 306, 307; Lesson 31 Make Predictions: 318</p>
<ul style="list-style-type: none"> Identify examples of connections among an author, the cultural and historical context, and the work. 	<p>rBook Teacher’s Edition: Readings: 60-69, 136-143</p> <p>Paperbacks Teaching Resources: <i>Donner Party: A Diary of a Survivor</i>, p. 16; <i>King Arthur</i>, p. 19; <i>Hiroshima</i>, p. 28; <i>Night Bird: A Story of the Seminole Indians</i>, p. 30</p>
<ul style="list-style-type: none"> Distinguish theme from topic and cite textual evidence to support claims. 	<p>rBook Teacher’s Edition: Coaching Notes: 70, 71 Readings: 59, 69, 70, 71 rBook Reading Handbook: 241, 242</p> <p>Audiobooks Teaching Resources: <i>Rimshots</i>, p. 12</p> <p>Paperbacks Teaching Resources: <i>Happy Burger</i>, p. 27</p> <p>RDI 1 Resources for Differentiated Instruction, Reading Skills and Strategies: Comprehension, Lessons 25-26 Analyze Theme: 312, 313; Literary Elements: Universal Theme: 337</p> <p>Topic Software Teaching Resources: Art Attack: 1.1-1.4; Disaster!: 2.1-2.4; Survive: 3.1-3.4; Help Wanted: 4.1-4.4; Show Me the Money!: 5.1-5.4; You and the Law: 6.1-6.4; Beating the Odds: 7.1-7.4; Extreme Sports: 8.1-8.4; The Whole World Watched: 9.1-9.4</p>

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<ul style="list-style-type: none"> Identify, analyze, and compare techniques used by authors to elicit reader response. 	<p>rBook Teacher’s Edition: Readings: 70, 71, 144-145, 220-221 rBook Reading Handbook: 242</p> <p>Audiobooks Teaching Resources: <i>Rimshots</i>, p. 12</p> <p>RDI 1 Resources for Differentiated Instruction, Reading Skills and Strategies: Vocabulary and Word Study, Lesson 20 Figurative Language: 274-275; Comprehension, Lesson 43 Read Poetry: 330</p> <p>RDI 2 Resources for Differentiated Instruction, Writing & Grammar Strategies: Poetry, Lesson 25 Haiku: 134-138</p> <p>RDI 3 Resources for Differentiated Instruction, Strategies for English-Language Learners: Language Development Activities: Rhyme Scheme (identify and use rhyming words): 33; Three Cheers! (recognizing speech rhythms): 36; Light As a Feather (game with similes): 60</p>
<ul style="list-style-type: none"> Compare characteristics and elements of various literary forms. 	<p>rBook Teacher’s Edition: Readings: 60-69, 136-143</p> <p>Paperbacks Teaching Resources: Teaching Plans Level 1: pp. 15, 16, 17, 18, 19, 22; Teaching Plans Level 2: pp. 24, 25, 26, 28, 30, 31; Teaching Plans Level 3: pp. 33, 35, 36, 37, 39, 40, 41, 42; Teaching Plans Level 4: pp. 43, 44, 45, 48, 49</p>
APPROACHES STANDARD	
<ul style="list-style-type: none"> Identify story elements, such as subplot or parallel episodes. 	<p>rBook Teacher’s Edition: Best Practices: 56C, 132E Coaching Notes: 65, 66, 142, 143 Readings: 59, 60-69, 135, 137, 139, 141, 142, 143</p>

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<ul style="list-style-type: none"> Identify story elements, such as subplot or parallel episodes. (continued) 	<p>Workshop Wrap-Up: 82 rBook Reading Handbook: 242</p> <p>Audiobooks Teaching Resources: <i>Holes</i>, p. 11; <i>The Stowaway</i>, p. 13; <i>Flight #116 Is Down!</i>, p. 33</p> <p>Paperbacks Teaching Resources: <i>Alcatraz: Prison for America’s Most Wanted</i>, p. 13; <i>The Band</i>, p. 15; <i>Hear Me</i>, p. 18; <i>King Arthur</i>, p. 19; <i>King of the Hill</i>, p. 20; <i>Narrative of the Life of Frederick Douglass</i>, p. 21; <i>Alison’s Trumpet and Other Stories</i>, p. 23; <i>Night Bird: A Story of the Seminole Indians</i>, p. 30, 89; <i>Dive, Book Two: The Deep</i>, p. 35; <i>Among the Hidden</i>, p. 43; <i>The Band</i>, p. 59; <i>Alison’s Trumpet and Other Stories</i>, p. 75; <i>Jane Eyre</i>, p. 87; <i>Quinceañera Means Sweet 15</i>, p. 103; <i>Miracle’s Boys</i>, p. 125; <i>Moby Dick</i>, p. 127; <i>Stealing Home</i>, p. 129</p> <p>RDI 1 Resources for Differentiated Instruction, Reading Skills and Strategies: Comprehension, Lessons 19-20 Analyze Character: 306, 307; Lessons 23-24 Analyze Plot: 310, 311; Literary Elements: Conflict: 333; Suspense: 333; Dialogue: 335; Flashback and Foreshadowing: 335</p>
<ul style="list-style-type: none"> Make limited inferences that may not be supported by the text. 	<p>rBook Teacher’s Edition: Best Practices: 56C Coaching Notes: 65, 66, 142 Readings: 60-69 Workshop Wrap-Up: 82</p> <p>Audiobooks Teaching Resources: <i>Flight #116 Is Down!</i>, p. 33</p> <p>Paperbacks Teaching Resources: <i>Alcatraz: Prison for America’s Most Wanted</i>, p. 13; <i>The Band</i>, p. 15; <i>Hear Me</i>, p. 18; <i>Narrative of the Life of Frederick Douglass</i>, p. 21; <i>Night Bird: A</i></p>

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<ul style="list-style-type: none"> • Make limited inferences that may not be supported by the text. (continued) 	<p><i>Story of the Seminole Indians</i>, p. 30, 89; <i>Dive, Book Two: The Deep</i>, p. 35; <i>Alison’s Trumpet and Other Stories</i>, p. 75; <i>Quinceañera Means Sweet 15</i>, p. 103; <i>Moby Dick</i>, p. 127; <i>Stealing Home</i>, p. 129</p> <p>RDI 1 Resources for Differentiated Instruction, Reading Skills and Strategies: Comprehension, Lessons 15-16 Make Inferences: 302-303; Lessons 19-20 Analyze Character: 306, 307; Lesson 31 Make Predictions: 318</p>
<ul style="list-style-type: none"> • Demonstrate some knowledge about the connections among an author, the cultural and historical context, and the work. 	<p>rBook Teacher’s Edition: Readings: 60-69, 136-143</p> <p>Paperbacks Teaching Resources: <i>Donner Party: A Diary of a Survivor</i>, p. 16; <i>King Arthur</i>, p. 19; <i>Hiroshima</i>, p. 28; <i>Night Bird: A Story of the Seminole Indians</i>, p. 30</p>
<ul style="list-style-type: none"> • Identify theme or topic, but have difficulty distinguishing between them. 	<p>rBook Teacher’s Edition: Coaching Notes: 70, 71 Readings: 59, 69, 70, 71 rBook Reading Handbook: 241, 242</p> <p>Audiobooks Teaching Resources: <i>Rimshots</i>, p. 12</p> <p>Paperbacks Teaching Resources: <i>Happy Burger</i>, p. 27</p> <p>RDI 1 Resources for Differentiated Instruction, Reading Skills and Strategies: Comprehension, Lessons 25-26 Analyze Theme: 312, 313; Literary Elements: Universal Theme: 337</p> <p>Topic Software Teaching Resources: Art Attack: 1.1-1.4; Disaster!: 2.1-2.4; Survive: 3.1-3.4; Help Wanted: 4.1-4.4; Show Me the</p>

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<ul style="list-style-type: none"> Identify theme or topic, but have difficulty distinguishing between them. (continued) 	<p>Money!: 5.1-5.4; You and the Law: 6.1-6.4; Beating the Odds: 7.1-7.4; Extreme Sports: 8.1-8.4; The Whole World Watched: 9.1-9.4</p>
<ul style="list-style-type: none"> Recognize some techniques used by an author to elicit reader response. 	<p>rBook Teacher’s Edition: Readings: 70, 71, 144-145, 220-221 rBook Reading Handbook: 242</p> <p>Audiobooks Teaching Resources: <i>Rimshots</i>, p. 12</p> <p>RDI 1 Resources for Differentiated Instruction, Reading Skills and Strategies: Vocabulary and Word Study, Lesson 20 Figurative Language: 274-275; Comprehension, Lesson 43 Read Poetry: 330</p> <p>RDI 2 Resources for Differentiated Instruction, Writing & Grammar Strategies: Poetry, Lesson 25 Haiku: 134-138</p> <p>RDI 3 Resources for Differentiated Instruction, Strategies for English-Language Learners: Language Development Activities: Rhyme Scheme (identify and use rhyming words): 33; Three Cheers! (recognizing speech rhythms): 36; Light As a Feather (game with similes): 60</p>
<ul style="list-style-type: none"> Identify elements and characteristics of literary forms, but make ineffective comparisons. 	<p>rBook Teacher’s Edition: Readings: 60-69, 136-143</p> <p>Paperbacks Teaching Resources: Teaching Plans Level 1: pp. 15, 16, 17, 18, 19, 22; Teaching Plans Level 2: pp. 24, 25, 26, 28, 30, 31; Teaching Plans Level 3: pp. 33, 35, 36, 37, 39, 40, 41, 42; Teaching Plans Level 4: pp. 43, 44, 45, 48, 49</p>

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BELOW STANDARD	
<ul style="list-style-type: none"> Identify less sophisticated story elements, such as setting and character, but display inability to recognize more complex elements, such as conflict and climax. 	<p>rBook Teacher’s Edition: Best Practices: 56C, 132E Coaching Notes: 65, 66, 142, 143 Readings: 59, 60-69, 135, 137, 139, 141, 142, 143 Workshop Wrap-Up: 82 rBook Reading Handbook: 242</p> <p>Audiobooks Teaching Resources: <i>Holes</i>, p. 11; <i>The Stowaway</i>, p. 13; <i>Flight #116 Is Down!</i>, p. 33</p> <p>Paperbacks Teaching Resources: <i>Alcatraz: Prison for America’s Most Wanted</i>, p. 13; <i>The Band</i>, p. 15; <i>Hear Me</i>, p. 18; <i>King Arthur</i>, p. 19; <i>King of the Hill</i>, p. 20; <i>Narrative of the Life of Frederick Douglass</i>, p. 21; <i>Alison’s Trumpet and Other Stories</i>, p. 23; <i>Night Bird: A Story of the Seminole Indians</i>, p. 30, 89; <i>Dive, Book Two: The Deep</i>, p. 35; <i>Among the Hidden</i>, p. 43; <i>The Band</i>, p. 59; <i>Alison’s Trumpet and Other Stories</i>, p. 75; <i>Jane Eyre</i>, p. 87; <i>Quinceañera Means Sweet 15</i>, p. 103; <i>Miracle’s Boys</i>, p. 125; <i>Moby Dick</i>, p. 127; <i>Stealing Home</i>, p. 129</p> <p>RDI 1 Resources for Differentiated Instruction, Reading Skills and Strategies: Comprehension, Lessons 19-20 Analyze Character: 306, 307; Lessons 23-24 Analyze Plot: 310, 311; Literary Elements: Conflict: 333; Suspense: 333; Dialogue: 335; Flashback and Foreshadowing: 335</p>
<ul style="list-style-type: none"> Make few or inaccurate inferences. 	<p>rBook Teacher’s Edition: Best Practices: 56C Coaching Notes: 65, 66, 142 Readings: 60-69 Workshop Wrap-Up: 82</p> <p>Audiobooks Teaching Resources: <i>Flight</i></p>

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<ul style="list-style-type: none"> • Make few or inaccurate inferences. (continued) 	<p>#116 <i>Is Down!</i>, p. 33</p> <p>Paperbacks Teaching Resources: <i>Alcatraz: Prison for America’s Most Wanted</i>, p. 13; <i>The Band</i>, p. 15; <i>Hear Me</i>, p. 18; <i>Narrative of the Life of Frederick Douglass</i>, p. 21; <i>Night Bird: A Story of the Seminole Indians</i>, p. 30, 89; <i>Dive, Book Two: The Deep</i>, p. 35; <i>Alison’s Trumpet and Other Stories</i>, p. 75; <i>Quinceañera Means Sweet 15</i>, p. 103; <i>Moby Dick</i>, p. 127; <i>Stealing Home</i>, p. 129</p> <p>RDI 1 Resources for Differentiated Instruction, Reading Skills and Strategies: Comprehension, Lessons 15-16 Make Inferences: 302-303; Lessons 19-20 Analyze Character: 306, 307; Lesson 31 Make Predictions: 318</p>
<ul style="list-style-type: none"> • Do not identify a connection among an author, the historical or cultural context, and the work. 	<p>rBook Teacher’s Edition: Readings: 60-69, 136-143</p> <p>Paperbacks Teaching Resources: <i>Donner Party: A Diary of a Survivor</i>, p. 16; <i>King Arthur</i>, p. 19; <i>Hiroshima</i>, p. 28; <i>Night Bird: A Story of the Seminole Indians</i>, p. 30</p>
<ul style="list-style-type: none"> • Identify topic of a selection, but not theme. 	<p>rBook Teacher’s Edition: Coaching Notes: 70, 71 Readings: 59, 69, 70, 71 rBook Reading Handbook: 241, 242</p> <p>Audiobooks Teaching Resources: <i>Rimshots</i>, p. 12</p> <p>Paperbacks Teaching Resources: <i>Happy Burger</i>, p. 27</p> <p>RDI 1 Resources for Differentiated Instruction, Reading Skills and Strategies: Comprehension, Lessons 25-26 Analyze</p>

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<ul style="list-style-type: none"> Identify topic of a selection, but not theme. (continued) 	<p>Theme: 312, 313; Literary Elements: Universal Theme: 337</p> <p>Topic Software Teaching Resources: Art Attack: 1.1-1.4; Disaster!: 2.1-2.4; Survive: 3.1-3.4; Help Wanted: 4.1-4.4; Show Me the Money!: 5.1-5.4; You and the Law: 6.1-6.4; Beating the Odds: 7.1-7.4; Extreme Sports: 8.1-8.4; The Whole World Watched: 9.1-9.4</p>
<ul style="list-style-type: none"> Do not identify writers' techniques. 	<p>rBook Teacher's Edition: Readings: 70, 71, 144-145, 220-221 rBook Reading Handbook: 242</p> <p>Audiobooks Teaching Resources: <i>Rimshots</i>, p. 12</p> <p>RDI 1 Resources for Differentiated Instruction, Reading Skills and Strategies: Vocabulary and Word Study, Lesson 20 Figurative Language: 274-275; Comprehension, Lesson 43 Read Poetry: 330</p> <p>RDI 2 Resources for Differentiated Instruction, Writing & Grammar Strategies: Poetry, Lesson 25 Haiku: 134-138</p> <p>RDI 3 Resources for Differentiated Instruction, Strategies for English-Language Learners: Language Development Activities: Rhyme Scheme (identify and use rhyming words): 33; Three Cheers! (recognizing speech rhythms): 36; Light As a Feather (game with similes): 60</p>
<ul style="list-style-type: none"> Do not recognize the differences among genres. 	<p>rBook Teacher's Edition: Readings: 60-69, 136-143</p> <p>Paperbacks Teaching Resources: Teaching Plans Level 1: pp. 15, 16, 17, 18, 19, 22; Teaching Plans Level 2: pp. 24, 25, 26, 28, 30,</p>

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<ul style="list-style-type: none"> Do not recognize the differences among genres. (continued) 	<p>31; Teaching Plans Level 3: pp. 33, 35, 36, 37, 39, 40, 41, 42; Teaching Plans Level 4: pp. 43, 44, 45, 48, 49</p>
<p>Content Standard 4.0 Students read to comprehend, interpret, and evaluate informational texts for specific purposes.</p>	
<p>EXCEEDS STANDARD</p>	
<ul style="list-style-type: none"> Consistently apply knowledge of text features and complex expository structures to a variety of materials to comprehend text. 	<p>rBook Teacher’s Edition: Best Practices: 158C, 182C Coaching Notes: 14, 114 Readings: 14, 114, 160-161, 162-165, 166-169, 184-185, 186-189, 190-193 rBook Reading Handbook: 240</p> <p>Audiobooks Teaching Resources: <i>The Star Fisher</i>, p. 13; <i>Local News</i>, p. 39</p> <p>Paperbacks Teaching Resources: <i>Hiroshima</i>, p. 85; <i>Final Project A: Write a Book Review</i>, p. 135</p> <p>RDI 1 Resources for Differentiated Instruction, Reading Skills and Strategies: Comprehension, Lessons 3-4 Sequence of Events: 290, 291; Lessons 5-6 Main Idea and Details: 292, 293; Lessons 9-10 Cause and Effect: 296, 297; Lessons 11-12 Compare and Contrast: 298, 299</p> <p>Topic Software Teaching Resources: Art Attack: 1.1-1.4; Disaster!: 2.1-2.4; Survive: 3.1-3.4; Help Wanted: 4.2-4.4; Show Me the Money!: 5.1-5.4; You and the Law: 6.1-6.4; Beating the Odds: 7.2-7.3; Extreme Sports: 8.2-8.4; The Whole World Watched: 9.1-9.3</p>
<ul style="list-style-type: none"> Independently locate, interpret, organize, and synthesize information from a variety of texts. 	<p>rBook Teacher’s Edition: Writing and Grammar: 23, 47, 75, 99, 123, 149, 173, 197, 225</p> <p>RDI 1 Resources for Differentiated Instruction, Reading Skills and Strategies:</p>

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<ul style="list-style-type: none"> Independently locate, interpret, organize, and synthesize information from a variety of texts. (continued) 	<p>Comprehension, Lessons 7-8 Summarize: 294-295; Lesson 28 Take Notes: 315</p> <p>RDI 2 Resources for Differentiated Instruction, Writing & Grammar Strategies: Expository Writing, Lesson 14 Book Synopsis: 79-83; Research, Lesson 27 Finding and Recording Information: 141-143; Lesson 28 Organizing Information and Notes: 144-146</p>
<ul style="list-style-type: none"> Evaluate and critique authors' arguments. 	<p>rBook Teacher's Edition: Readings: 110-111, 112-115, 116-119</p> <p>RDI 1 Resources for Differentiated Instruction, Reading Skills and Strategies: Comprehension, Lesson 36 Evaluate Sources and Evidence: 323; Lesson 45 Read Across Texts: 332</p>
<ul style="list-style-type: none"> Concisely analyze and summarize information from a variety of texts, including advertisements and public documents. 	<p>rBook Teacher's Edition: Best Practices: 84C-84D Functional Literacy: 105, 129, 179, 231 Readings: 86-87, 88-91, 92-95 Workshop Wrap-Up: 106</p> <p>Paperbacks Teaching Resources: <i>Alcatraz: Prison for America's Most Wanted</i>, p. 13; <i>Narrative of the Life of Frederick Douglass</i> p. 21; <i>The Big Lie: A True Story</i>, p. 34; <i>Score! The Greatest Athletes of All Time</i>, p. 38; <i>The Good Fight: Stories About Real Heroes</i>, p. 46; <i>Trapped</i>, p. 51</p> <p>RDI 1 Resources for Differentiated Instruction, Reading Skills and Strategies: Comprehension, Lessons 7-8 Summarize: 294-295</p> <p>RDI 2 Resources for Differentiated Instruction, Writing & Grammar Strategies: Expository Writing, Lesson 14 Skill Builder: Summarizing: 83</p>

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<ul style="list-style-type: none"> Read and follow multistep directions effectively to complete an increasingly complex task. 	<p>rBook Teacher’s Edition: Functional Literacy: 105</p> <p>RDI 1 Resources for Differentiated Instruction, Reading Skills and Strategies: Comprehension, Lesson 38 Read Instructions: 325</p> <p>RDI 3 Resources for Differentiated Instruction, Strategies for English-Language Learners: Language Development Activities: Getting From Here to There (practice following directions): 42</p>
MEETS STANDARD	
<ul style="list-style-type: none"> Use knowledge of text features and common expository structures to comprehend text. 	<p>rBook Teacher’s Edition: Best Practices: 158C, 182C Coaching Notes: 14, 114 Readings: 14, 114, 160-161, 162-165, 166-169, 184-185, 186-189, 190-193 rBook Reading Handbook: 240</p> <p>Audiobooks Teaching Resources: <i>The Star Fisher</i>, p. 13; <i>Local News</i>, p. 39</p> <p>Paperbacks Teaching Resources: <i>Hiroshima</i>, p. 85; <i>Final Project A: Write a Book Review</i>, p. 135</p> <p>RDI 1 Resources for Differentiated Instruction, Reading Skills and Strategies: Comprehension, Lessons 3-4 Sequence of Events: 290, 291; Lessons 5-6 Main Idea and Details: 292, 293; Lessons 9-10 Cause and Effect: 296, 297; Lessons 11-12 Compare and Contrast: 298, 299</p> <p>Topic Software Teaching Resources: Art Attack: 1.1-1.4; Disaster!: 2.1-2.4; Survive: 3.1-3.4; Help Wanted: 4.2-4.4; Show Me the Money!: 5.1-5.4; You and the Law: 6.1-6.4; Beating the Odds: 7.2-7.3; Extreme Sports: 8.2-8.4; The Whole World Watched: 9.1-9.3</p>

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<ul style="list-style-type: none"> Locate, interpret, organize, and synthesize information in text to answer specific questions and support ideas. 	<p>rBook Teacher’s Edition: Writing and Grammar: 23, 47, 75, 99, 123, 149, 173, 197, 225</p> <p>RDI 1 Resources for Differentiated Instruction, Reading Skills and Strategies: Comprehension, Lessons 7-8 Summarize: 294-295; Lesson 28 Take Notes: 315</p> <p>RDI 2 Resources for Differentiated Instruction, Writing & Grammar Strategies: Expository Writing, Lesson 14 Book Synopsis: 79-83; Research, Lesson 27 Finding and Recording Information: 141-143; Lesson 28 Organizing Information and Notes: 144-146</p>
<ul style="list-style-type: none"> Evaluate the validity, accuracy, and adequacy of evidence behind authors’ ideas and cite supporting evidence. 	<p>rBook Teacher’s Edition: Readings: 110-111, 112-115, 116-119</p> <p>RDI 1 Resources for Differentiated Instruction, Reading Skills and Strategies: Comprehension, Lesson 36 Evaluate Sources and Evidence: 323; Lesson 45 Read Across Texts: 332</p>
<ul style="list-style-type: none"> Summarize ideas and information in text, including advertisements and public documents. 	<p>rBook Teacher’s Edition: Best Practices: 84C-84D Functional Literacy: 105, 129, 179, 231 Readings: 86-87, 88-91, 92-95 Workshop Wrap-Up: 106</p> <p>Paperbacks Teaching Resources: <i>Alcatraz: Prison for America’s Most Wanted</i>, p. 13; <i>Narrative of the Life of Frederick Douglass</i> p. 21; <i>The Big Lie: A True Story</i>, p. 34; <i>Score! The Greatest Athletes of All Time</i>, p. 38; <i>The Good Fight: Stories About Real Heroes</i>, p. 46; <i>Trapped</i>, p. 51</p> <p>RDI 1 Resources for Differentiated Instruction, Reading Skills and Strategies:</p>

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<ul style="list-style-type: none"> Summarize ideas and information in text, including advertisements and public documents. (continued) 	<p>Comprehension, Lessons 7-8 Summarize: 294-295</p> <p>RDI 2 Resources for Differentiated Instruction, Writing & Grammar Strategies: Expository Writing, Lesson 14 Skill Builder: Summarizing: 83</p>
<ul style="list-style-type: none"> Read and follow multistep directions to complete a complex task. 	<p>rBook Teacher’s Edition: Functional Literacy: 105</p> <p>RDI 1 Resources for Differentiated Instruction, Reading Skills and Strategies: Comprehension, Lesson 38 Read Instructions: 325</p> <p>RDI 3 Resources for Differentiated Instruction, Strategies for English-Language Learners: Language Development Activities: Getting From Here to There (practice following directions): 42</p>
APPROACHES STANDARD	
<ul style="list-style-type: none"> Have knowledge of some text features and expository structures, but may not use them to comprehend text. 	<p>rBook Teacher’s Edition: Best Practices: 158C, 182C Coaching Notes: 14, 114 Readings: 14, 114, 160-161, 162-165, 166-169, 184-185, 186-189, 190-193 rBook Reading Handbook: 240</p> <p>Audiobooks Teaching Resources: <i>The Star Fisher</i>, p. 13; <i>Local News</i>, p. 39</p> <p>Paperbacks Teaching Resources: <i>Hiroshima</i>, p. 85; <i>Final Project A: Write a Book Review</i>, p. 135</p> <p>RDI 1 Resources for Differentiated Instruction, Reading Skills and Strategies: Comprehension, Lessons 3-4 Sequence of Events: 290, 291; Lessons 5-6 Main Idea and Details: 292, 293; Lessons 9-10 Cause and</p>

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<ul style="list-style-type: none"> • Have knowledge of some text features and expository structures, but may not use them to comprehend text. (continued) 	<p>Effect: 296, 297; Lessons 11-12 Compare and Contrast: 298, 299</p> <p>Topic Software Teaching Resources: Art Attack: 1.1-1.4; Disaster!: 2.1-2.4; Survive: 3.1-3.4; Help Wanted: 4.2-4.4; Show Me the Money!: 5.1-5.4; You and the Law: 6.1-6.4; Beating the Odds: 7.2-7.3; Extreme Sports: 8.2-8.4; The Whole World Watched: 9.1-9.3</p>
<ul style="list-style-type: none"> • Locate and interpret information in text, but may not be able to organize and synthesize information. 	<p>rBook Teacher’s Edition: Writing and Grammar: 23, 47, 75, 99, 123, 149, 173, 197, 225</p> <p>RDI 1 Resources for Differentiated Instruction, Reading Skills and Strategies: Comprehension, Lessons 7-8 Summarize: 294-295; Lesson 28 Take Notes: 315</p> <p>RDI 2 Resources for Differentiated Instruction, Writing & Grammar Strategies: Expository Writing, Lesson 14 Book Synopsis: 79-83; Research, Lesson 27 Finding and Recording Information: 141-143; Lesson 28 Organizing Information and Notes: 144-146</p>
<ul style="list-style-type: none"> • Identify the authors’ arguments, but do not assess validity, accuracy, and adequacy of supporting evidence. 	<p>rBook Teacher’s Edition: Readings: 110-111, 112-115, 116-119</p> <p>RDI 1 Resources for Differentiated Instruction, Reading Skills and Strategies: Comprehension, Lesson 36 Evaluate Sources and Evidence: 323; Lesson 45 Read Across Texts: 332</p>
<ul style="list-style-type: none"> • Restate information from text. 	<p>rBook Teacher’s Edition: Best Practices: 84C-84D Functional Literacy: 105, 129, 179, 231 Readings: 86-87, 88-91, 92-95 Workshop Wrap-Up: 106</p> <p>Paperbacks Teaching Resources: <i>Alcatraz:</i></p>

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<ul style="list-style-type: none"> Restate information from text. (continued) 	<p><i>Prison for America’s Most Waned</i>, p. 13; <i>Narrative of the Life of Frederick Douglass</i> p. 21; <i>The Big Lie: A True Story</i>, p. 34; <i>Score! The Greatest Athletes of All Time</i>, p. 38; <i>The Good Fight: Stories About Real Heroes</i>, p. 46; <i>Trapped</i>, p. 51</p> <p>RDI 1 Resources for Differentiated Instruction, Reading Skills and Strategies: Comprehension, Lessons 7-8 Summarize: 294-295</p> <p>RDI 2 Resources for Differentiated Instruction, Writing & Grammar Strategies: Expository Writing, Lesson 14 Skill Builder: Summarizing: 83</p>
<ul style="list-style-type: none"> Require assistance to read and follow multistep directions to complete a complex task. 	<p>rBook Teacher’s Edition: Functional Literacy: 105</p> <p>RDI 1 Resources for Differentiated Instruction, Reading Skills and Strategies: Comprehension, Lesson 38 Read Instructions: 325</p> <p>RDI 3 Resources for Differentiated Instruction, Strategies for English-Language Learners: Language Development Activities: Getting From Here to There (practice following directions): 42</p>
<p>BELOW STANDARD</p>	
<ul style="list-style-type: none"> Have little or no knowledge of text features and/or expository structures. 	<p>rBook Teacher’s Edition: Best Practices: 158C, 182C Coaching Notes: 14, 114 Readings: 14, 114, 160-161, 162-165, 166-169, 184-185, 186-189, 190-193 rBook Reading Handbook: 240</p> <p>Audiobooks Teaching Resources: <i>The Star Fisher</i>, p. 13; <i>Local News</i>, p. 39</p>

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<ul style="list-style-type: none"> Have little or no knowledge of text features and/or expository structures. (continued) 	<p>Paperbacks Teaching Resources: <i>Hiroshima</i>, p. 85; Final Project A: <i>Write a Book Review</i>, p. 135</p> <p>RDI 1 Resources for Differentiated Instruction, Reading Skills and Strategies: Comprehension, Lessons 3-4 Sequence of Events: 290, 291; Lessons 5-6 Main Idea and Details: 292, 293; Lessons 9-10 Cause and Effect: 296, 297; Lessons 11-12 Compare and Contrast: 298, 299</p> <p>Topic Software Teaching Resources: Art Attack: 1.1-1.4; Disaster!: 2.1-2.4; Survive: 3.1-3.4; Help Wanted: 4.2-4.4; Show Me the Money!: 5.1-5.4; You and the Law: 6.1-6.4; Beating the Odds: 7.2-7.3; Extreme Sports: 8.2-8.4; The Whole World Watched: 9.1-9.3</p>
<ul style="list-style-type: none"> Have difficulty locating information in a text. 	<p>rBook Teacher's Edition: Writing and Grammar: 23, 47, 75, 99, 123, 149, 173, 197, 225</p> <p>RDI 1 Resources for Differentiated Instruction, Reading Skills and Strategies: Comprehension, Lessons 7-8 Summarize: 294-295; Lesson 28 Take Notes: 315</p> <p>RDI 2 Resources for Differentiated Instruction, Writing & Grammar Strategies: Expository Writing, Lesson 14 Book Synopsis: 79-83; Research, Lesson 27 Finding and Recording Information: 141-143; Lesson 28 Organizing Information and Notes: 144-146</p>
<ul style="list-style-type: none"> Sometimes identify authors' arguments, but fail to identify supporting evidence. 	<p>rBook Teacher's Edition: Readings: 110-111, 112-115, 116-119</p> <p>RDI 1 Resources for Differentiated Instruction, Reading Skills and Strategies: Comprehension, Lesson 36 Evaluate Sources and Evidence: 323; Lesson 45 Read Across Texts: 332</p>

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<ul style="list-style-type: none"> Restate minimal information from text. 	<p>rBook Teacher’s Edition: Best Practices: 84C-84D Functional Literacy: 105, 129, 179, 231 Readings: 86-87, 88-91, 92-95 Workshop Wrap-Up: 106</p> <p>Paperbacks Teaching Resources: <i>Alcatraz: Prison for America’s Most Wanted</i>, p. 13; <i>Narrative of the Life of Frederick Douglass</i> p. 21; <i>The Big Lie: A True Story</i>, p. 34; <i>Score! The Greatest Athletes of All Time</i>, p. 38; <i>The Good Fight: Stories About Real Heroes</i>, p. 46; <i>Trapped</i>, p. 51</p> <p>RDI 1 Resources for Differentiated Instruction, Reading Skills and Strategies: Comprehension, Lessons 7-8 Summarize: 294-295</p> <p>RDI 2 Resources for Differentiated Instruction, Writing & Grammar Strategies: Expository Writing, Lesson 14 Skill Builder: Summarizing: 83</p>
<ul style="list-style-type: none"> Do not read and/or follow multistep directions to complete a complex task. 	<p>rBook Teacher’s Edition: Functional Literacy: 105</p> <p>RDI 1 Resources for Differentiated Instruction, Reading Skills and Strategies: Comprehension, Lesson 38 Read Instructions: 325</p> <p>RDI 3 Resources for Differentiated Instruction, Strategies for English-Language Learners: Language Development Activities: Getting From Here to There (practice following directions): 42</p>
<p>Content Standard 5.0 Students write a variety of texts that inform, persuade, describe, evaluate, or tell a story and are appropriate to purpose and audience.</p>	

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EXCEEDS STANDARD	
<ul style="list-style-type: none"> Write a variety of fully-developed informative papers utilizing a variety of sources. 	<p>rBook Teacher’s Edition: Writing and Grammar: 22-27, 98-103 rBook Writing Handbook: 243</p> <p>RDI 2 Resources for Differentiated Instruction, Writing & Grammar Strategies: Descriptive Writing, Lesson 9 Compare-and-Contrast Paragraph: 54-58; Expository Writing, Lesson 12 Cause-and-Effect Paragraph: 69-73; Lesson 13 Content-Area Paragraph: 74-78; Lesson 14 Book Synopsis: 79-83; Lesson 15 News Article: 84-88; Lesson 16 Expository Composition: 89-93; Persuasive Writing, Lesson 17 Writing an Opinion: 94-98; Lesson 18 Writing a Review: 99-103; Lesson 19 Writing a Persuasive Speech: 104-108; Lesson 20 Persuasive Composition: 109-113; Functional Writing, Lesson 21 How-To Paragraph: 114-118</p>
<ul style="list-style-type: none"> Consistently write personal and business communications appropriate to audience and purpose. 	<p>RDI 2 Resources for Differentiated Instruction, Writing & Grammar Strategies: Functional Writing, Lesson 22 Business Letter: 119-123; Lesson 23 Announcement: 124-128; Lesson 24 Résumé: 129-133</p>
<ul style="list-style-type: none"> Write memorable narratives or short stories that reveal the author’s attitude toward the subject. 	<p>rBook Teacher’s Edition: Writing and Grammar: 46-51, 224-229</p> <p>RDI 2 Resources for Differentiated Instruction, Writing & Grammar Strategies: Narrative Writing, Lesson 1 Fictional Narrative: 14-18; Lesson 2 Personal Narrative: 19-23; Lesson 3 Realistic Narrative: 24-28; Lesson 4 Fantasy: 29-32; Skill Builder: Good Story Beginnings: 33; Lesson 5 Historical Narrative: 34-37; Skill Builder: Writing in Third Person: 38</p>

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<ul style="list-style-type: none"> Consistently write responses to literary selections which draw upon textual evidence and personal background or experiences. 	<p>rBook Teacher’s Edition: Writing and Grammar: 74-79, 148-153</p> <p>RDI 2 Resources for Differentiated Instruction, Writing & Grammar Strategies: Persuasive Writing, Lesson 18 Writing a Review: 99-103</p>
<ul style="list-style-type: none"> Consistently write accurate summaries. 	<p>rBook Teacher’s Edition: Writing and Grammar: 98-103</p> <p>RDI 2 Resources for Differentiated Instruction, Writing & Grammar Strategies: Expository Writing, Lesson 14 Book Synopsis: 79-83</p>
<ul style="list-style-type: none"> Write comprehensive expository text that elicits reader response. 	<p>rBook Teacher’s Edition: Writing and Grammar: 22-27, 98-103 rBook Writing Handbook: 243</p> <p>RDI 2 Resources for Differentiated Instruction, Writing & Grammar Strategies: Descriptive Writing, Lesson 9 Compare-and-Contrast Paragraph: 54-58; Expository Writing, Lesson 12 Cause-and-Effect Paragraph: 69-73; Lesson 13 Content-Area Paragraph: 74-78; Lesson 14 Book Synopsis: 79-83; Lesson 15 News Article: 84-88; Lesson 16 Expository Composition: 89-93; Persuasive Writing, Lesson 17 Writing an Opinion: 94-98; Lesson 18 Writing a Review: 99-103; Lesson 19 Writing a Persuasive Speech: 104-108; Lesson 20 Persuasive Composition: 109-113; Functional Writing, Lesson 21 How-To Paragraph: 114-118</p>
<ul style="list-style-type: none"> Write effectively organized persuasive editorials or essays that answer reader concerns and counter arguments. 	<p>rBook Teacher’s Edition: Writing and Grammar: 122-127, 172-177</p> <p>RDI 2 Resources for Differentiated Instruction, Writing & Grammar Strategies: Persuasive Writing, Lesson 17 Writing an Opinion: 94-98; Lesson 19 Writing a Persuasive Speech: 104-108; Lesson 20 Persuasive Composition: 109-113</p>

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MEETS STANDARD	
<ul style="list-style-type: none"> Write well-developed informative papers utilizing a variety of sources. 	<p>rBook Teacher’s Edition: Writing and Grammar: 22-27, 98-103 rBook Writing Handbook: 243</p> <p>RDI 2 Resources for Differentiated Instruction, Writing & Grammar Strategies: Descriptive Writing, Lesson 9 Compare-and-Contrast Paragraph: 54-58; Expository Writing, Lesson 12 Cause-and-Effect Paragraph: 69-73; Lesson 13 Content-Area Paragraph: 74-78; Lesson 14 Book Synopsis: 79-83; Lesson 15 News Article: 84-88; Lesson 16 Expository Composition: 89-93; Persuasive Writing, Lesson 17 Writing an Opinion: 94-98; Lesson 18 Writing a Review: 99-103; Lesson 19 Writing a Persuasive Speech: 104-108; Lesson 20 Persuasive Composition: 109-113; Functional Writing, Lesson 21 How-To Paragraph: 114-118</p>
<ul style="list-style-type: none"> Write personal and business communications. 	<p>RDI 2 Resources for Differentiated Instruction, Writing & Grammar Strategies: Functional Writing, Lesson 22 Business Letter: 119-123; Lesson 23 Announcement: 124-128; Lesson 24 Résumé: 129-133</p>
<ul style="list-style-type: none"> Write organized narratives or short stories that include elements such as relevant dialogue and details and that reveal the author’s attitude toward the subject. 	<p>rBook Teacher’s Edition: Writing and Grammar: 46-51, 224-229</p> <p>RDI 2 Resources for Differentiated Instruction, Writing & Grammar Strategies: Narrative Writing, Lesson 1 Fictional Narrative: 14-18; Lesson 2 Personal Narrative: 19-23; Lesson 3 Realistic Narrative: 24-28; Lesson 4 Fantasy: 29-32; Skill Builder: Good Story Beginnings: 33; Lesson 5 Historical Narrative: 34-37; Skill Builder: Writing in Third Person: 38</p>

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<ul style="list-style-type: none"> Respond to literary selections using supporting evidence from the text. 	<p>rBook Teacher’s Edition: Writing and Grammar: 74-79, 148-153</p> <p>RDI 2 Resources for Differentiated Instruction, Writing & Grammar Strategies: Persuasive Writing, Lesson 18 Writing a Review: 99-103</p>
<ul style="list-style-type: none"> Write summaries presenting main ideas and key supporting information. 	<p>rBook Teacher’s Edition: Writing and Grammar: 98-103</p> <p>RDI 2 Resources for Differentiated Instruction, Writing & Grammar Strategies: Expository Writing, Lesson 14 Book Synopsis: 79-83</p>
<ul style="list-style-type: none"> Write well-organized expository text that states a thesis and answers reader concerns and counter arguments. 	<p>rBook Teacher’s Edition: Writing and Grammar: 22-27, 98-103 rBook Writing Handbook: 243</p> <p>RDI 2 Resources for Differentiated Instruction, Writing & Grammar Strategies: Descriptive Writing, Lesson 9 Compare-and-Contrast Paragraph: 54-58; Expository Writing, Lesson 12 Cause-and-Effect Paragraph: 69-73; Lesson 13 Content-Area Paragraph: 74-78; Lesson 14 Book Synopsis: 79-83; Lesson 15 News Article: 84-88; Lesson 16 Expository Composition: 89-93; Persuasive Writing, Lesson 17 Writing an Opinion: 94-98; Lesson 18 Writing a Review: 99-103; Lesson 19 Writing a Persuasive Speech: 104-108; Lesson 20 Persuasive Composition: 109-113; Functional Writing, Lesson 21 How-To Paragraph: 114-118</p>
<ul style="list-style-type: none"> Write organized, persuasive editorials or essays that state a thesis supported by details, reasons, and examples. 	<p>rBook Teacher’s Edition: Writing and Grammar: 122-127, 172-177</p> <p>RDI 2 Resources for Differentiated Instruction, Writing & Grammar Strategies: Persuasive Writing, Lesson 17 Writing an Opinion: 94-98; Lesson 19 Writing a Persuasive Speech: 104-108; Lesson 20 Persuasive Composition: 109-113</p>

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APPROACHES STANDARD	
<ul style="list-style-type: none"> • Write informative papers which may contain errors in format and/or utilize few sources. 	<p>rBook Teacher’s Edition: Writing and Grammar: 22-27, 98-103 rBook Writing Handbook: 243</p> <p>RDI 2 Resources for Differentiated Instruction, Writing & Grammar Strategies: Descriptive Writing, Lesson 9 Compare-and-Contrast Paragraph: 54-58; Expository Writing, Lesson 12 Cause-and-Effect Paragraph: 69-73; Lesson 13 Content-Area Paragraph: 74-78; Lesson 14 Book Synopsis: 79-83; Lesson 15 News Article: 84-88; Lesson 16 Expository Composition: 89-93; Persuasive Writing, Lesson 17 Writing an Opinion: 94-98; Lesson 18 Writing a Review: 99-103; Lesson 19 Writing a Persuasive Speech: 104-108; Lesson 20 Persuasive Composition: 109-113; Functional Writing, Lesson 21 How-To Paragraph: 114-118</p>
<ul style="list-style-type: none"> • Write personal and business communications that may have errors in organization and development or may not be appropriate to the audience. 	<p>RDI 2 Resources for Differentiated Instruction, Writing & Grammar Strategies: Functional Writing, Lesson 22 Business Letter: 119-123; Lesson 23 Announcement: 124-128; Lesson 24 Résumé: 129-133</p>
<ul style="list-style-type: none"> • Write narratives or short stories which may lack necessary details and may not reveal the author’s attitude toward the subject. 	<p>rBook Teacher’s Edition: Writing and Grammar: 46-51, 224-229</p> <p>RDI 2 Resources for Differentiated Instruction, Writing & Grammar Strategies: Narrative Writing, Lesson 1 Fictional Narrative: 14-18; Lesson 2 Personal Narrative: 19-23; Lesson 3 Realistic Narrative: 24-28; Lesson 4 Fantasy: 29-32; Skill Builder: Good Story Beginnings: 33; Lesson 5 Historical Narrative: 34-37; Skill Builder: Writing in Third Person: 38</p>

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<ul style="list-style-type: none"> Write responses to literary selections based on limited knowledge or personal experience and limited textual evidence. 	<p>rBook Teacher’s Edition: Writing and Grammar: 74-79, 148-153</p> <p>RDI 2 Resources for Differentiated Instruction, Writing & Grammar Strategies: Persuasive Writing, Lesson 18 Writing a Review: 99-103</p>
<ul style="list-style-type: none"> Write summaries which may not include main idea and key supporting details. 	<p>rBook Teacher’s Edition: Writing and Grammar: 98-103</p> <p>RDI 2 Resources for Differentiated Instruction, Writing & Grammar Strategies: Expository Writing, Lesson 14 Book Synopsis: 79-83</p>
<ul style="list-style-type: none"> Write text that lacks a thesis and may not address reader concerns. 	<p>rBook Teacher’s Edition: Writing and Grammar: 22-27, 98-103 rBook Writing Handbook: 243</p> <p>RDI 2 Resources for Differentiated Instruction, Writing & Grammar Strategies: Descriptive Writing, Lesson 9 Compare-and-Contrast Paragraph: 54-58; Expository Writing, Lesson 12 Cause-and-Effect Paragraph: 69-73; Lesson 13 Content-Area Paragraph: 74-78; Lesson 14 Book Synopsis: 79-83; Lesson 15 News Article: 84-88; Lesson 16 Expository Composition: 89-93; Persuasive Writing, Lesson 17 Writing an Opinion: 94-98; Lesson 18 Writing a Review: 99-103; Lesson 19 Writing a Persuasive Speech: 104-108; Lesson 20 Persuasive Composition: 109-113; Functional Writing, Lesson 21 How-To Paragraph: 114-118</p>
<ul style="list-style-type: none"> Write persuasive editorials or essays that fail to convince due to the lack of a thesis and/or details, reasons, and examples. 	<p>rBook Teacher’s Edition: Writing and Grammar: 122-127, 172-177</p> <p>RDI 2 Resources for Differentiated Instruction, Writing & Grammar Strategies: Persuasive Writing, Lesson 17 Writing an Opinion: 94-98; Lesson 19 Writing a Persuasive Speech: 104-108; Lesson 20 Persuasive Composition: 109-113</p>

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BELOW STANDARD	
<ul style="list-style-type: none"> • Write papers that demonstrate a rudimentary effort to inform and that may have major errors in format and/or rely on one source. 	<p>rBook Teacher’s Edition: Writing and Grammar: 22-27, 98-103 rBook Writing Handbook: 243</p> <p>RDI 2 Resources for Differentiated Instruction, Writing & Grammar Strategies: Descriptive Writing, Lesson 9 Compare-and-Contrast Paragraph: 54-58; Expository Writing, Lesson 12 Cause-and-Effect Paragraph: 69-73; Lesson 13 Content-Area Paragraph: 74-78; Lesson 14 Book Synopsis: 79-83; Lesson 15 News Article: 84-88; Lesson 16 Expository Composition: 89-93; Persuasive Writing, Lesson 17 Writing an Opinion: 94-98; Lesson 18 Writing a Review: 99-103; Lesson 19 Writing a Persuasive Speech: 104-108; Lesson 20 Persuasive Composition: 109-113; Functional Writing, Lesson 21 How-To Paragraph: 114-118</p>
<ul style="list-style-type: none"> • Write personal and business communications with significant errors in organization and development and little or no application to the identified audience or purpose. 	<p>RDI 2 Resources for Differentiated Instruction, Writing & Grammar Strategies: Functional Writing, Lesson 22 Business Letter: 119-123; Lesson 23 Announcement: 124-128; Lesson 24 Résumé: 129-133</p>
<ul style="list-style-type: none"> • Write incoherent and fragmented narratives or short stories. 	<p>rBook Teacher’s Edition: Writing and Grammar: 46-51, 224-229</p> <p>RDI 2 Resources for Differentiated Instruction, Writing & Grammar Strategies: Narrative Writing, Lesson 1 Fictional Narrative: 14-18; Lesson 2 Personal Narrative: 19-23; Lesson 3 Realistic Narrative: 24-28; Lesson 4 Fantasy: 29-32; Skill Builder: Good Story Beginnings: 33; Lesson 5 Historical Narrative: 34-37; Skill Builder: Writing in Third Person: 38</p>

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<ul style="list-style-type: none"> Write superficial responses to literature that show a lack of understanding of the text. 	<p>rBook Teacher’s Edition: Writing and Grammar: 74-79, 148-153</p> <p>RDI 2 Resources for Differentiated Instruction, Writing & Grammar Strategies: Persuasive Writing, Lesson 18 Writing a Review: 99-103</p>
<ul style="list-style-type: none"> Write summaries which may lack main ideas and which may not discriminate between essential and nonessential information. 	<p>rBook Teacher’s Edition: Writing and Grammar: 98-103</p> <p>RDI 2 Resources for Differentiated Instruction, Writing & Grammar Strategies: Expository Writing, Lesson 14 Book Synopsis: 79-83</p>
<ul style="list-style-type: none"> Write text lacking expository features. 	<p>rBook Teacher’s Edition: Writing and Grammar: 22-27, 98-103 rBook Writing Handbook: 243</p> <p>RDI 2 Resources for Differentiated Instruction, Writing & Grammar Strategies: Descriptive Writing, Lesson 9 Compare-and-Contrast Paragraph: 54-58; Expository Writing, Lesson 12 Cause-and-Effect Paragraph: 69-73; Lesson 13 Content-Area Paragraph: 74-78; Lesson 14 Book Synopsis: 79-83; Lesson 15 News Article: 84-88; Lesson 16 Expository Composition: 89-93; Persuasive Writing, Lesson 17 Writing an Opinion: 94-98; Lesson 18 Writing a Review: 99-103; Lesson 19 Writing a Persuasive Speech: 104-108; Lesson 20 Persuasive Composition: 109-113; Functional Writing, Lesson 21 How-To Paragraph: 114-118</p>
<ul style="list-style-type: none"> Write disorganized compositions that do not meet the purpose of persuading the reader. 	<p>rBook Teacher’s Edition: Writing and Grammar: 122-127, 172-177</p> <p>RDI 2 Resources for Differentiated Instruction, Writing & Grammar Strategies: Persuasive Writing, Lesson 17 Writing an Opinion: 94-98; Lesson 19 Writing a Persuasive Speech: 104-108; Lesson 20 Persuasive Composition: 109-113</p>

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<p>Content Standard 6.0 Students write with a clear focus and logical development, evaluating, revising, and editing for organization, style, tone, and word choice.</p>	
<p>EXCEEDS STANDARD</p>	
<ul style="list-style-type: none"> Generate insightful and relevant ideas utilizing a variety of strategies. 	<p>rBook Teacher’s Edition: Instructional Routines: T82-T83 Writing and Grammar: 23, 24, 47, 48, 75, 76, 99, 100, 123, 124, 149, 150, 173, 174, 197, 198, 225, 226</p> <p>RDI 2 Resources for Differentiated Instruction, Writing & Grammar Strategies: Narrative Writing, 14, 16, 19, 21, 24, 26, 29, 31, 34, 36, 39, 42; Descriptive Writing, 44, 46, 49, 51, 54, 56, 59, 61, 64, 67; Expository Writing, 69, 71, 74, 76, 79, 81, 84, 86, 89, 92; Persuasive Writing, 94, 96, 99, 101, 104, 106, 109, 112; Functional Writing, 114, 116, 119, 121, 124, 126, 129, 131; Poetry, 134, 136; Research, 139, 140</p>
<ul style="list-style-type: none"> Consistently and systematically organize ideas according to the purpose and task. 	<p>rBook Teacher’s Edition: Instructional Routines: T82-T83 Writing and Grammar: 23, 24, 47, 48, 75, 76, 99, 100, 123, 124, 149, 150, 173, 174, 197, 198, 225, 226</p> <p>RDI 2 Resources for Differentiated Instruction, Writing & Grammar Strategies: Narrative Writing, 14, 16, 19, 21, 24, 26, 29, 31, 34, 36, 39, 42; Descriptive Writing, 44, 46, 49, 51, 54, 56, 59, 61, 64, 67; Expository Writing, 69, 71, 74, 76, 79, 81, 84, 86, 89, 92; Persuasive Writing, 94, 96, 99, 101, 104, 106, 109, 112; Functional Writing, 114, 116, 119, 121, 124, 126, 129, 131; Poetry, 134, 136; Research, 139, 140</p>
<ul style="list-style-type: none"> Consistently draft coherent compositions with a controlling impression or thesis statement. 	<p>rBook Teacher’s Edition: Instructional Routines: T82-T83 Writing and Grammar: 25, 49, 77, 101, 125, 151, 175, 199, 227</p> <p>RDI 2 Resources for Differentiated Instruction, Writing & Grammar Strategies: Narrative Writing, 14, 19, 24, 29, 34, 39;</p>

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<ul style="list-style-type: none"> Consistently draft coherent compositions with a controlling impression or thesis statement. (continued) 	<p>Descriptive Writing, 44, 49, 54, 59, 64; Expository Writing, 69, 74, 79, 84, 89; Persuasive Writing, 94, 99, 104, 109; Functional Writing, 114, 119, 124, 129; Poetry, 134; Research, 144, 145, 146</p>
<ul style="list-style-type: none"> Independently revise writing successfully by using given criteria. 	<p>rBook Teacher’s Edition: Instructional Routines: T82-T83 Writing and Grammar: 25, 49, 77, 101, 125, 151, 175, 199, 227</p> <p>RDI 2 Resources for Differentiated Instruction, Writing & Grammar Strategies: Narrative Writing, 14, 19, 24, 29, 34, 39; Descriptive Writing, 44, 49, 54, 59, 64; Expository Writing, 69, 74, 79, 84, 89; Persuasive Writing, 94, 99, 104, 109; Functional Writing, 114, 119, 124, 129; Poetry, 134; Research, 147, 148-149, 150</p>
<ul style="list-style-type: none"> Accurately and consistently edit for use of standard English. 	<p>rBook Teacher’s Edition: Instructional Routines: T82-T83 Writing and Grammar: 26-27, 50-51, 78-79, 102-103, 126-127, 152-153, 176-177, 200-201, 228-229</p> <p>RDI 2 Resources for Differentiated Instruction, Writing & Grammar Strategies: Narrative Writing, 14, 19, 24, 29, 34, 39; Descriptive Writing, 44, 49, 54, 59, 64; Expository Writing, 69, 74, 79, 84, 89; Persuasive Writing, 94, 99, 104, 109; Functional Writing, 114, 119, 124, 129; Poetry, 134; Grammar, Usage, & Mechanics, 154-213; Proofreading Practice: 214-221; Writer’s Checklist: 223; Using Rubrics to Assess Student Writing: 224-229; Using the 6+1 Traits Writing Framework: 230</p>
<ul style="list-style-type: none"> Produce writing with a clear and effective voice that elicits reader response. 	<p>rBook Teacher’s Edition: Instructional Routines: T82-T83 Writing and Grammar: 25, 49, 77, 101, 125, 151, 175, 199, 227</p> <p>RDI 2 Resources for Differentiated Instruction, Writing & Grammar Strategies:</p>

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<ul style="list-style-type: none"> Produce writing with a clear and effective voice that elicits reader response. (continued) 	<p>Narrative Writing, 14, 19, 24, 29, 34, 39; Descriptive Writing, 44, 49, 54, 59, 64; Expository Writing, 69, 74, 79, 84, 89; Persuasive Writing, 94, 99, 104, 109; Functional Writing, 114, 119, 124, 129; Poetry, 134; Research, 147, 148-149, 150; Grammar, Usage, & Mechanics, Using the 6+1 Traits Writing Framework: 230</p>
MEETS STANDARD	
<ul style="list-style-type: none"> Generate ideas utilizing a variety of strategies. 	<p>rBook Teacher’s Edition: Instructional Routines: T82-T83 Writing and Grammar: 23, 24, 47, 48, 75, 76, 99, 100, 123, 124, 149, 150, 173, 174, 197, 198, 225, 226</p> <p>RDI 2 Resources for Differentiated Instruction, Writing & Grammar Strategies: Narrative Writing, 14, 16, 19, 21, 24, 26, 29, 31, 34, 36, 39, 42; Descriptive Writing, 44, 46, 49, 51, 54, 56, 59, 61, 64, 67; Expository Writing, 69, 71, 74, 76, 79, 81, 84, 86, 89, 92; Persuasive Writing, 94, 96, 99, 101, 104, 106, 109, 112; Functional Writing, 114, 116, 119, 121, 124, 126, 129, 131; Poetry, 134, 136; Research, 139, 140</p>
<ul style="list-style-type: none"> Organize ideas according to the purpose and task. 	<p>rBook Teacher’s Edition: Instructional Routines: T82-T83 Writing and Grammar: 23, 24, 47, 48, 75, 76, 99, 100, 123, 124, 149, 150, 173, 174, 197, 198, 225, 226</p> <p>RDI 2 Resources for Differentiated Instruction, Writing & Grammar Strategies: Narrative Writing, 14, 16, 19, 21, 24, 26, 29, 31, 34, 36, 39, 42; Descriptive Writing, 44, 46, 49, 51, 54, 56, 59, 61, 64, 67; Expository Writing, 69, 71, 74, 76, 79, 81, 84, 86, 89, 92; Persuasive Writing, 94, 96, 99, 101, 104, 106, 109, 112; Functional Writing, 114, 116, 119, 121, 124, 126, 129, 131; Poetry, 134, 136; Research, 139, 140</p>

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<ul style="list-style-type: none"> Draft coherent compositions with a controlling impression or thesis statement. 	<p>rBook Teacher’s Edition: Instructional Routines: T82-T83 Writing and Grammar: 25, 49, 77, 101, 125, 151, 175, 199, 227</p> <p>RDI 2 Resources for Differentiated Instruction, Writing & Grammar Strategies: Narrative Writing, 14, 19, 24, 29, 34, 39; Descriptive Writing, 44, 49, 54, 59, 64; Expository Writing, 69, 74, 79, 84, 89; Persuasive Writing, 94, 99, 104, 109; Functional Writing, 114, 119, 124, 129; Poetry, 134; Research, 144, 145, 146</p>
<ul style="list-style-type: none"> Revise writing using given criteria. 	<p>rBook Teacher’s Edition: Instructional Routines: T82-T83 Writing and Grammar: 25, 49, 77, 101, 125, 151, 175, 199, 227</p> <p>RDI 2 Resources for Differentiated Instruction, Writing & Grammar Strategies: Narrative Writing, 14, 19, 24, 29, 34, 39; Descriptive Writing, 44, 49, 54, 59, 64; Expository Writing, 69, 74, 79, 84, 89; Persuasive Writing, 94, 99, 104, 109; Functional Writing, 114, 119, 124, 129; Poetry, 134; Research, 147, 148-149, 150</p>
<ul style="list-style-type: none"> Edit for use of standard English. 	<p>rBook Teacher’s Edition: Instructional Routines: T82-T83 Writing and Grammar: 26-27, 50-51, 78-79, 102-103, 126-127, 152-153, 176-177, 200-201, 228-229</p> <p>RDI 2 Resources for Differentiated Instruction, Writing & Grammar Strategies: Narrative Writing, 14, 19, 24, 29, 34, 39; Descriptive Writing, 44, 49, 54, 59, 64; Expository Writing, 69, 74, 79, 84, 89; Persuasive Writing, 94, 99, 104, 109; Functional Writing, 114, 119, 124, 129; Poetry, 134; Grammar, Usage, & Mechanics, 154-213; Proofreading Practice: 214-221; Writer’s Checklist: 223; Using Rubrics to Assess Student Writing: 224-229; Using the 6+1 Traits Writing Framework: 230</p>

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<ul style="list-style-type: none"> Produce writing with a voice that is expressive and appropriate to audience and purpose. 	<p>rBook Teacher’s Edition: Instructional Routines: T82-T83 Writing and Grammar: 25, 49, 77, 101, 125, 151, 175, 199, 227</p> <p>RDI 2 Resources for Differentiated Instruction, Writing & Grammar Strategies: Narrative Writing, 14, 19, 24, 29, 34, 39; Descriptive Writing, 44, 49, 54, 59, 64; Expository Writing, 69, 74, 79, 84, 89; Persuasive Writing, 94, 99, 104, 109; Functional Writing, 114, 119, 124, 129; Poetry, 134; Research, 147, 148-149, 150; Grammar, Usage, & Mechanics, Using the 6+1 Traits Writing Framework: 230</p>
APPROACHES STANDARD	
<ul style="list-style-type: none"> Generate a narrow range of ideas using few strategies. 	<p>rBook Teacher’s Edition: Instructional Routines: T82-T83 Writing and Grammar: 23, 24, 47, 48, 75, 76, 99, 100, 123, 124, 149, 150, 173, 174, 197, 198, 225, 226</p> <p>RDI 2 Resources for Differentiated Instruction, Writing & Grammar Strategies: Narrative Writing, 14, 16, 19, 21, 24, 26, 29, 31, 34, 36, 39, 42; Descriptive Writing, 44, 46, 49, 51, 54, 56, 59, 61, 64, 67; Expository Writing, 69, 71, 74, 76, 79, 81, 84, 86, 89, 92; Persuasive Writing, 94, 96, 99, 101, 104, 106, 109, 112; Functional Writing, 114, 116, 119, 121, 124, 126, 129, 131; Poetry, 134, 136; Research, 139, 140</p>
<ul style="list-style-type: none"> Organize ideas with limited success. 	<p>rBook Teacher’s Edition: Instructional Routines: T82-T83 Writing and Grammar: 23, 24, 47, 48, 75, 76, 99, 100, 123, 124, 149, 150, 173, 174, 197, 198, 225, 226</p> <p>RDI 2 Resources for Differentiated Instruction, Writing & Grammar Strategies: Narrative Writing, 14, 16, 19, 21, 24, 26, 29, 31, 34, 36, 39, 42; Descriptive Writing, 44,</p>

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<ul style="list-style-type: none"> Organize ideas with limited success. (continued) 	<p>46, 49, 51, 54, 56, 59, 61, 64, 67; Expository Writing, 69, 71, 74, 76, 79, 81, 84, 86, 89, 92; Persuasive Writing, 94, 96, 99, 101, 104, 106, 109, 112; Functional Writing, 114, 116, 119, 121, 124, 126, 129, 131; Poetry, 134, 136; Research, 139, 140</p>
<ul style="list-style-type: none"> Draft compositions with an inadequate thesis or controlling impression. 	<p>rBook Teacher’s Edition: Instructional Routines: T82-T83 Writing and Grammar: 25, 49, 77, 101, 125, 151, 175, 199, 227</p> <p>RDI 2 Resources for Differentiated Instruction, Writing & Grammar Strategies: Narrative Writing, 14, 19, 24, 29, 34, 39; Descriptive Writing, 44, 49, 54, 59, 64; Expository Writing, 69, 74, 79, 84, 89; Persuasive Writing, 94, 99, 104, 109; Functional Writing, 114, 119, 124, 129; Poetry, 134; Research, 144, 145, 146</p>
<ul style="list-style-type: none"> Revise writing with inconsistent use of given criteria. 	<p>rBook Teacher’s Edition: Instructional Routines: T82-T83 Writing and Grammar: 25, 49, 77, 101, 125, 151, 175, 199, 227</p> <p>RDI 2 Resources for Differentiated Instruction, Writing & Grammar Strategies: Narrative Writing, 14, 19, 24, 29, 34, 39; Descriptive Writing, 44, 49, 54, 59, 64; Expository Writing, 69, 74, 79, 84, 89; Persuasive Writing, 94, 99, 104, 109; Functional Writing, 114, 119, 124, 129; Poetry, 134; Research, 147, 148-149, 150</p>
<ul style="list-style-type: none"> Seldom edit for use of standard English. 	<p>rBook Teacher’s Edition: Instructional Routines: T82-T83 Writing and Grammar: 26-27, 50-51, 78-79, 102-103, 126-127, 152-153, 176-177, 200-201, 228-229</p> <p>RDI 2 Resources for Differentiated Instruction, Writing & Grammar Strategies: Narrative Writing, 14, 19, 24, 29, 34, 39; Descriptive Writing, 44, 49, 54, 59, 64; Expository Writing, 69, 74, 79, 84, 89;</p>

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<ul style="list-style-type: none"> Seldom edit for use of standard English. (continued) 	<p>Persuasive Writing, 94, 99, 104, 109; Functional Writing, 114, 119, 124, 129; Poetry, 134; Grammar, Usage, & Mechanics, 154-213; Proofreading Practice: 214-221; Writer's Checklist: 223; Using Rubrics to Assess Student Writing: 224-229; Using the 6+1 Traits Writing Framework: 230</p>
<ul style="list-style-type: none"> Produce writing with a voice that may not be appropriate to audience and purpose. 	<p>rBook Teacher's Edition: Instructional Routines: T82-T83 Writing and Grammar: 25, 49, 77, 101, 125, 151, 175, 199, 227</p> <p>RDI 2 Resources for Differentiated Instruction, Writing & Grammar Strategies: Narrative Writing, 14, 19, 24, 29, 34, 39; Descriptive Writing, 44, 49, 54, 59, 64; Expository Writing, 69, 74, 79, 84, 89; Persuasive Writing, 94, 99, 104, 109; Functional Writing, 114, 119, 124, 129; Poetry, 134; Research, 147, 148-149, 150; Grammar, Usage, & Mechanics, Using the 6+1 Traits Writing Framework: 230</p>
<p>BELOW STANDARD</p>	
<ul style="list-style-type: none"> Have difficulty generating ideas. 	<p>rBook Teacher's Edition: Instructional Routines: T82-T83 Writing and Grammar: 23, 24, 47, 48, 75, 76, 99, 100, 123, 124, 149, 150, 173, 174, 197, 198, 225, 226</p> <p>RDI 2 Resources for Differentiated Instruction, Writing & Grammar Strategies: Narrative Writing, 14, 16, 19, 21, 24, 26, 29, 31, 34, 36, 39, 42; Descriptive Writing, 44, 46, 49, 51, 54, 56, 59, 61, 64, 67; Expository Writing, 69, 71, 74, 76, 79, 81, 84, 86, 89, 92; Persuasive Writing, 94, 96, 99, 101, 104, 106, 109, 112; Functional Writing, 114, 116, 119, 121, 124, 126, 129, 131; Poetry, 134, 136; Research, 139, 140</p>
<ul style="list-style-type: none"> Inadequately organize presentation of ideas. 	<p>rBook Teacher's Edition: Instructional Routines: T82-T83 Writing and Grammar: 23, 24, 47, 48, 75, 76,</p>

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<ul style="list-style-type: none"> Inadequately organize presentation of ideas. (continued) 	<p>99, 100, 123, 124, 149, 150, 173, 174, 197, 198, 225, 226</p> <p>RDI 2 Resources for Differentiated Instruction, Writing & Grammar Strategies: Narrative Writing, 14, 16, 19, 21, 24, 26, 29, 31, 34, 36, 39, 42; Descriptive Writing, 44, 46, 49, 51, 54, 56, 59, 61, 64, 67; Expository Writing, 69, 71, 74, 76, 79, 81, 84, 86, 89, 92; Persuasive Writing, 94, 96, 99, 101, 104, 106, 109, 112; Functional Writing, 114, 116, 119, 121, 124, 126, 129, 131; Poetry, 134, 136; Research, 139, 140</p>
<ul style="list-style-type: none"> Draft compositions which lack a thesis. 	<p>rBook Teacher’s Edition: Instructional Routines: T82-T83 Writing and Grammar: 25, 49, 77, 101, 125, 151, 175, 199, 227</p> <p>RDI 2 Resources for Differentiated Instruction, Writing & Grammar Strategies: Narrative Writing, 14, 19, 24, 29, 34, 39; Descriptive Writing, 44, 49, 54, 59, 64; Expository Writing, 69, 74, 79, 84, 89; Persuasive Writing, 94, 99, 104, 109; Functional Writing, 114, 119, 124, 129; Poetry, 134; Research, 144, 145, 146</p>
<ul style="list-style-type: none"> Ineffectively revise writing. 	<p>rBook Teacher’s Edition: Instructional Routines: T82-T83 Writing and Grammar: 25, 49, 77, 101, 125, 151, 175, 199, 227</p> <p>RDI 2 Resources for Differentiated Instruction, Writing & Grammar Strategies: Narrative Writing, 14, 19, 24, 29, 34, 39; Descriptive Writing, 44, 49, 54, 59, 64; Expository Writing, 69, 74, 79, 84, 89; Persuasive Writing, 94, 99, 104, 109; Functional Writing, 114, 119, 124, 129; Poetry, 134; Research, 147, 148-149, 150</p>
<ul style="list-style-type: none"> Write with major errors due to lack of editing for standard English. 	<p>rBook Teacher’s Edition: Instructional Routines: T82-T83 Writing and Grammar: 26-27, 50-51, 78-79, 102-103, 126-127, 152-153, 176-177, 200-</p>

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<ul style="list-style-type: none"> Write with major errors due to lack of editing for standard English. (continued) 	<p>201, 228-229</p> <p>RDI 2 Resources for Differentiated Instruction, Writing & Grammar Strategies: Narrative Writing, 14, 19, 24, 29, 34, 39; Descriptive Writing, 44, 49, 54, 59, 64; Expository Writing, 69, 74, 79, 84, 89; Persuasive Writing, 94, 99, 104, 109; Functional Writing, 114, 119, 124, 129; Poetry, 134; Grammar, Usage, & Mechanics, 154-213; Proofreading Practice: 214-221; Writer’s Checklist: 223; Using Rubrics to Assess Student Writing: 224-229; Using the 6+1 Traits Writing Framework: 230</p>
<ul style="list-style-type: none"> Produce writing that lacks voice or expression. 	<p>rBook Teacher’s Edition: Instructional Routines: T82-T83 Writing and Grammar: 25, 49, 77, 101, 125, 151, 175, 199, 227</p> <p>RDI 2 Resources for Differentiated Instruction, Writing & Grammar Strategies: Narrative Writing, 14, 19, 24, 29, 34, 39; Descriptive Writing, 44, 49, 54, 59, 64; Expository Writing, 69, 74, 79, 84, 89; Persuasive Writing, 94, 99, 104, 109; Functional Writing, 114, 119, 124, 129; Poetry, 134; Research, 147, 148-149, 150; Grammar, Usage, & Mechanics, Using the 6+1 Traits Writing Framework: 230</p>
<p>Content Standard 7.0 Students write using standard English grammar, usage, punctuation, capitalization, and spelling.</p>	
<p>EXCEEDS STANDARD</p>	
<ul style="list-style-type: none"> Consistently and accurately apply the rules of usage and grammar. 	<p>rBook Teacher’s Edition: Writing and Grammar: 22-26, 46-50, 74-79, 98-102, 122-126, 148-153, 172-177, 196-200, 224-229</p> <p>RDI 2 Resources for Differentiated Instruction, Writing & Grammar Strategies: Grammar, Usage, & Mechanics, Lesson 7 Action Verbs: 166-167; Lesson 12 Irregular Verbs: 176-177; Lesson 13 Subject-Verb Agreement: 178-179; Lesson 14 Subject and</p>

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<ul style="list-style-type: none"> Consistently and accurately apply the rules of usage and grammar. (continued) 	<p>Object Pronouns: 180-181; Lesson 15 Possessive Nouns: 182-183; Lesson 16 Possessive Pronouns: 184-185, Lesson 17 Adjectives: 186-187; Lesson 18 Adjectives That Compare: 188-189; Lesson 20 Adverbs: 192-193; Lesson 21 Adverbs That Compare: 194-195; Lesson 23 Avoiding Double Negatives: 198-199</p>
<ul style="list-style-type: none"> Use varied sentence structure skillfully to reinforce a personal writing style. 	<p>rBook Teacher’s Edition: Research Foundations: T64 Writing and Grammar: 26, 50, 78, 229 rBook Writing Handbook: 245</p> <p>Paperbacks Teaching Resources: Student Resources: QuickWrites: pp. 56, 58, 60, 62, 64, 66, 68, 70, 72, 74, 76, 78, 80, 82, 84, 86, 88, 90, 92, 94, 96, 98, 100, 102, 104, 106, 108, 110, 112, 114, 116, 118, 120, 122, 124, 126, 128, 130, 132, 134</p> <p>RDI 2 Resources for Differentiated Instruction, Writing & Grammar Strategies: Narrative Writing, Lesson 1 Skill Builder: Using the Four Types of Sentences; 18; Expository Writing, Lesson 12 Skill Builder: Combining Sentences; 73; Grammar, Usage, & Mechanics, Lesson 1 Type of Sentences: 154-155; Lesson 28 Combining Sentences: 208-209; Lesson 30 Combining Sentences With Phrases: 212-213</p>
<ul style="list-style-type: none"> Consistently and correctly use internal and external punctuation. 	<p>rBook Teacher’s Edition: Writing and Grammar: 27, 78, 103, 127, 201</p> <p>RDI 2 Resources for Differentiated Instruction, Writing & Grammar Strategies: Grammar, Usage, & Mechanics, Lesson 24 Commas With Introductory Words: 200-201; Lesson 26 Commas With Quotation Marks: 204-205; Lesson 27 Commas in a Series: 206-207; Lesson 28 Combining Sentences: 208-209; Lesson 29 Correcting Run-On Sentences: 210-211</p>

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<ul style="list-style-type: none"> Consistently and correctly use rules of capitalization 	<p>rBook Teacher’s Edition: Writing and Grammar: 51 rBook Writing Handbook: 246</p> <p>RDI 2 Resources for Differentiated Instruction, Writing & Grammar Strategies: Grammar, Usage, & Mechanics, Lesson 5 Common and Proper Nouns: 162-163</p>
<ul style="list-style-type: none"> Write with no spelling errors. 	<p>RDI 1 Resources for Differentiated Instruction, Reading Skills and Strategies: Spelling, Introduction: 194; Scholastic RED Professional Development: 195-205; Spelling Practice: 206-227; Resource: Spelling Words: 228</p>
MEETS STANDARD	
<ul style="list-style-type: none"> Apply the rules of usage and grammar correctly. 	<p>rBook Teacher’s Edition: Writing and Grammar: 22-26, 46-50, 74-79, 98-102, 122-126, 148-153, 172-177, 196-200, 224-229</p> <p>RDI 2 Resources for Differentiated Instruction, Writing & Grammar Strategies: Grammar, Usage, & Mechanics, Lesson 7 Action Verbs: 166-167; Lesson 12 Irregular Verbs: 176-177; Lesson 13 Subject-Verb Agreement: 178-179; Lesson 14 Subject and Object Pronouns: 180-181; Lesson 15 Possessive Nouns: 182-183; Lesson 16 Possessive Pronouns: 184-185, Lesson 17 Adjectives: 186-187; Lesson 18 Adjectives That Compare: 188-189; Lesson 20 Adverbs: 192-193; Lesson 21 Adverbs That Compare: 194-195; Lesson 23 Avoiding Double Negatives: 198-199</p>
<ul style="list-style-type: none"> Use varied sentence structure to reinforce style. 	<p>rBook Teacher’s Edition: Research Foundations: T64 Writing and Grammar: 26, 50, 78, 229 rBook Writing Handbook: 245</p> <p>Paperbacks Teaching Resources: Student Resources: QuickWrites: pp. 56, 58, 60, 62, 64, 66, 68, 70, 72, 74, 76, 78, 80, 82, 84, 86, 88, 90, 92, 94, 96, 98, 100, 102, 104, 106,</p>

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<ul style="list-style-type: none"> Use varied sentence structure to reinforce style. (continued) 	<p>108, 110, 112, 114, 116, 118, 120, 122, 124, 126, 128, 130, 132, 134</p> <p>RDI 2 Resources for Differentiated Instruction, Writing & Grammar Strategies: Narrative Writing, Lesson 1 Skill Builder: Using the Four Types of Sentences; 18; Expository Writing, Lesson 12 Skill Builder: Combining Sentences; 73; Grammar, Usage, & Mechanics, Lesson 1 Type of Sentences: 154-155; Lesson 28 Combining Sentences: 208-209; Lesson 30 Combining Sentences With Phrases: 212-213</p>
<ul style="list-style-type: none"> Use internal and external punctuation correctly. 	<p>rBook Teacher’s Edition: Writing and Grammar: 27, 78, 103, 127, 201</p> <p>RDI 2 Resources for Differentiated Instruction, Writing & Grammar Strategies: Grammar, Usage, & Mechanics, Lesson 24 Commas With Introductory Words: 200-201; Lesson 26 Commas With Quotation Marks: 204-205; Lesson 27 Commas in a Series: 206-207; Lesson 28 Combining Sentences: 208-209; Lesson 29 Correcting Run-On Sentences: 210-211</p>
<ul style="list-style-type: none"> Use rules of capitalization. 	<p>rBook Teacher’s Edition: Writing and Grammar: 51 rBook Writing Handbook: 246</p> <p>RDI 2 Resources for Differentiated Instruction, Writing & Grammar Strategies: Grammar, Usage, & Mechanics, Lesson 5 Common and Proper Nouns: 162-163</p>
<ul style="list-style-type: none"> Demonstrate conventional spelling. 	<p>RDI 1 Resources for Differentiated Instruction, Reading Skills and Strategies: Spelling, Introduction: 194; Scholastic RED Professional Development: 195-205; Spelling Practice: 206-227; Resource: Spelling Words: 228</p>

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APPROACHES STANDARD	
<ul style="list-style-type: none"> • Apply the rules of usage and grammar with noticeable errors. 	<p>rBook Teacher’s Edition: Writing and Grammar: 22-26, 46-50, 74-79, 98-102, 122-126, 148-153, 172-177, 196-200, 224-229</p> <p>RDI 2 Resources for Differentiated Instruction, Writing & Grammar Strategies: Grammar, Usage, & Mechanics, Lesson 7 Action Verbs: 166-167; Lesson 12 Irregular Verbs: 176-177; Lesson 13 Subject-Verb Agreement: 178-179; Lesson 14 Subject and Object Pronouns: 180-181; Lesson 15 Possessive Nouns: 182-183; Lesson 16 Possessive Pronouns: 184-185, Lesson 17 Adjectives: 186-187; Lesson 18 Adjectives That Compare: 188-189; Lesson 20 Adverbs: 192-193; Lesson 21 Adverbs That Compare: 194-195; Lesson 23 Avoiding Double Negatives: 198-199</p>
<ul style="list-style-type: none"> • Attempt to use varied sentence structure in an effort to reinforce style. 	<p>rBook Teacher’s Edition: Research Foundations: T64 Writing and Grammar: 26, 50, 78, 229 rBook Writing Handbook: 245</p> <p>Paperbacks Teaching Resources: Student Resources: QuickWrites: pp. 56, 58, 60, 62, 64, 66, 68, 70, 72, 74, 76, 78, 80, 82, 84, 86, 88, 90, 92, 94, 96, 98, 100, 102, 104, 106, 108, 110, 112, 114, 116, 118, 120, 122, 124, 126, 128, 130, 132, 134</p> <p>RDI 2 Resources for Differentiated Instruction, Writing & Grammar Strategies: Narrative Writing, Lesson 1 Skill Builder: Using the Four Types of Sentences; 18; Expository Writing, Lesson 12 Skill Builder: Combining Sentences; 73; Grammar, Usage, & Mechanics, Lesson 1 Type of Sentences: 154-155; Lesson 28 Combining Sentences: 208-209; Lesson 30 Combining Sentences With Phrases: 212-213</p>

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<ul style="list-style-type: none"> Generally use external punctuation correctly, but make significant errors using internal punctuation. 	<p>rBook Teacher’s Edition: Writing and Grammar: 27, 78, 103, 127, 201</p> <p>RDI 2 Resources for Differentiated Instruction, Writing & Grammar Strategies: Grammar, Usage, & Mechanics, Lesson 24 Commas With Introductory Words: 200-201; Lesson 26 Commas With Quotation Marks: 204-205; Lesson 27 Commas in a Series: 206-207; Lesson 28 Combining Sentences: 208-209; Lesson 29 Correcting Run-On Sentences: 210-211</p>
<ul style="list-style-type: none"> Use rules of capitalization with some errors. 	<p>rBook Teacher’s Edition: Writing and Grammar: 51 rBook Writing Handbook: 246</p> <p>RDI 2 Resources for Differentiated Instruction, Writing & Grammar Strategies: Grammar, Usage, & Mechanics, Lesson 5 Common and Proper Nouns: 162-163</p>
<ul style="list-style-type: none"> Demonstrate conventional spelling with noticeable errors. 	<p>RDI 1 Resources for Differentiated Instruction, Reading Skills and Strategies: Spelling, Introduction: 194; Scholastic RED Professional Development: 195-205; Spelling Practice: 206-227; Resource: Spelling Words: 228</p>
BELOW STANDARD	
<ul style="list-style-type: none"> Attempt to apply rules of usage and grammar, but make major errors. 	<p>rBook Teacher’s Edition: Writing and Grammar: 22-26, 46-50, 74-79, 98-102, 122-126, 148-153, 172-177, 196-200, 224-229</p> <p>RDI 2 Resources for Differentiated Instruction, Writing & Grammar Strategies: Grammar, Usage, & Mechanics, Lesson 7 Action Verbs: 166-167; Lesson 12 Irregular Verbs: 176-177; Lesson 13 Subject-Verb Agreement: 178-179; Lesson 14 Subject and Object Pronouns: 180-181; Lesson 15 Possessive Nouns: 182-183; Lesson 16</p>

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<ul style="list-style-type: none"> Attempt to apply rules of usage and grammar, but make major errors. (continued) 	<p>Possessive Pronouns: 184-185, Lesson 17 Adjectives: 186-187; Lesson 18 Adjectives That Compare: 188-189; Lesson 20 Adverbs: 192-193; Lesson 21 Adverbs That Compare: 194-195; Lesson 23 Avoiding Double Negatives: 198-199</p>
<ul style="list-style-type: none"> Use simple sentence structure. 	<p>rBook Teacher’s Edition: Research Foundations: T64 Writing and Grammar: 26, 50, 78, 229 rBook Writing Handbook: 245</p> <p>Paperbacks Teaching Resources: Student Resources: QuickWrites: pp. 56, 58, 60, 62, 64, 66, 68, 70, 72, 74, 76, 78, 80, 82, 84, 86, 88, 90, 92, 94, 96, 98, 100, 102, 104, 106, 108, 110, 112, 114, 116, 118, 120, 122, 124, 126, 128, 130, 132, 134</p> <p>RDI 2 Resources for Differentiated Instruction, Writing & Grammar Strategies: Narrative Writing, Lesson 1 Skill Builder: Using the Four Types of Sentences; 18; Expository Writing, Lesson 12 Skill Builder: Combining Sentences; 73; Grammar, Usage, & Mechanics, Lesson 1 Type of Sentences: 154-155; Lesson 28 Combining Sentences: 208-209; Lesson 30 Combining Sentences With Phrases: 212-213</p>
<ul style="list-style-type: none"> Apply the rules of punctuation inaccurately in most situations. 	<p>rBook Teacher’s Edition: Writing and Grammar: 27, 78, 103, 127, 201</p> <p>RDI 2 Resources for Differentiated Instruction, Writing & Grammar Strategies: Grammar, Usage, & Mechanics, Lesson 24 Commas With Introductory Words: 200-201; Lesson 26 Commas With Quotation Marks: 204-205; Lesson 27 Commas in a Series: 206-207; Lesson 28 Combining Sentences: 208-209; Lesson 29 Correcting Run-On Sentences: 210-211</p>

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<ul style="list-style-type: none"> Capitalize indiscriminately. 	<p>rBook Teacher’s Edition: Writing and Grammar: 51 rBook Writing Handbook: 246</p> <p>RDI 2 Resources for Differentiated Instruction, Writing & Grammar Strategies: Grammar, Usage, & Mechanics, Lesson 5 Common and Proper Nouns: 162-163</p>
<ul style="list-style-type: none"> Spell with major errors which distract from understanding. 	<p>RDI 1 Resources for Differentiated Instruction, Reading Skills and Strategies: Spelling, Introduction: 194; Scholastic RED Professional Development: 195-205; Spelling Practice: 206-227; Resource: Spelling Words: 228</p>
<p>Content Standard 8.0 Students listen to and evaluate oral communication for content, style, speaker’s purpose, and audience appropriateness.</p>	
<p>EXCEEDS STANDARD</p>	
<ul style="list-style-type: none"> Paraphrase speaker’s main ideas and supporting evidence to draw meaning and ask insightful and relevant questions. 	<p>The opportunity to address this objective is available. See the following: rBook Teacher’s Edition: Instructional Routines: T82-T83 Writing and Grammar: 27, 51, 79, 103, 127, 153, 177, 201, 229</p> <p>RDI 2 Resources for Differentiated Instruction, Writing & Grammar Strategies: Narrative Writing, 14, 19, 24, 29, 34, 39; Descriptive Writing, 44, 49, 54, 59, 64; Expository Writing, 69, 74, 79, 84, 89; Persuasive Writing, 94, 99, 109; Lesson 19 Writing a Persuasive Speech: 104-108; Functional Writing, 114, 119, 124, 129; Poetry, 134</p>
<ul style="list-style-type: none"> Provide a comprehensive evaluation of content and delivery and give constructive feedback. 	<p>The opportunity to address this objective is available. See the following: rBook Teacher’s Edition: Instructional Routines: T82-T83 Writing and Grammar: 27, 51, 79, 103, 127, 153, 177, 201, 229</p> <p>RDI 2 Resources for Differentiated Instruction, Writing & Grammar Strategies:</p>

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<ul style="list-style-type: none"> Provide a comprehensive evaluation of content and delivery and give constructive feedback. (continued) 	<p>Narrative Writing, 14, 19, 24, 29, 34, 39; Descriptive Writing, 44, 49, 54, 59, 64; Expository Writing, 69, 74, 79, 84, 89; Persuasive Writing, 94, 99, 109; Lesson 19 Writing a Persuasive Speech: 104-108; Functional Writing, 114, 119, 124, 129; Poetry, 134</p>
<ul style="list-style-type: none"> Accurately analyze dialects associated with informal and formal speaking contexts as they are reflected in slang, jargon, and language styles. 	<p>rBook Teacher’s Edition: Readings: 208-209, 210-219, 220-221</p> <p>RDI 2 Resources for Differentiated Instruction, Writing & Grammar Strategies: Functional Writing, Lesson 22 Business Letter, Skill Builder: Formal and Informal Language: 123</p>
<ul style="list-style-type: none"> Effectively follow multistep oral directions to complete a complex task. 	<p>The opportunity to address this objective is available. See the following: rBook Teacher’s Edition: Functional Literacy: 105</p> <p>RDI 1 Resources for Differentiated Instruction, Reading Skills and Strategies: Comprehension, Lesson 38 Read Instructions: 325</p> <p>RDI 3 Resources for Differentiated Instruction, Strategies for English-Language Learners: Language Development Activities: Getting From Here to There (practice following directions): 42</p>
MEETS STANDARD	
<ul style="list-style-type: none"> Paraphrase speaker’s main ideas and supporting evidence to draw meaning and ask relevant questions. 	<p>The opportunity to address this objective is available. See the following: rBook Teacher’s Edition: Instructional Routines: T82-T83 Writing and Grammar: 27, 51, 79, 103, 127, 153, 177, 201, 229</p> <p>RDI 2 Resources for Differentiated Instruction, Writing & Grammar Strategies: Narrative Writing, 14, 19, 24, 29, 34, 39;</p>

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<ul style="list-style-type: none"> Paraphrase speaker’s main ideas and supporting evidence to draw meaning and ask relevant questions. (continued) 	<p>Descriptive Writing, 44, 49, 54, 59, 64; Expository Writing, 69, 74, 79, 84, 89; Persuasive Writing, 94, 99, 109; Lesson 19 Writing a Persuasive Speech: 104-108; Functional Writing, 114, 119, 124, 129; Poetry, 134</p>
<ul style="list-style-type: none"> Evaluate content and delivery and provide constructive feedback. 	<p>The opportunity to address this objective is available. See the following: rBook Teacher’s Edition: Instructional Routines: T82-T83 Writing and Grammar: 27, 51, 79, 103, 127, 153, 177, 201, 229</p> <p>RDI 2 Resources for Differentiated Instruction, Writing & Grammar Strategies: Narrative Writing, 14, 19, 24, 29, 34, 39; Descriptive Writing, 44, 49, 54, 59, 64; Expository Writing, 69, 74, 79, 84, 89; Persuasive Writing, 94, 99, 109; Lesson 19 Writing a Persuasive Speech: 104-108; Functional Writing, 114, 119, 124, 129; Poetry, 134</p>
<ul style="list-style-type: none"> Analyze dialects associated with informal and formal speaking contexts as they are reflected in slang, jargon, and language styles. 	<p>rBook Teacher’s Edition: Readings: 208-209, 210-219, 220-221</p> <p>RDI 2 Resources for Differentiated Instruction, Writing & Grammar Strategies: Functional Writing, Lesson 22 Business Letter, Skill Builder: Formal and Informal Language: 123</p>
<ul style="list-style-type: none"> Follow multistep oral directions to complete a complex task. 	<p>The opportunity to address this objective is available. See the following: rBook Teacher’s Edition: Functional Literacy: 105</p> <p>RDI 1 Resources for Differentiated Instruction, Reading Skills and Strategies: Comprehension, Lesson 38 Read Instructions: 325</p>

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<ul style="list-style-type: none"> Follow multistep oral directions to complete a complex task. (continued) 	<p>RDI 3 Resources for Differentiated Instruction, Strategies for English-Language Learners: Language Development Activities: Getting From Here to There (practice following directions): 42</p>
<p>APPROACHES STANDARD</p>	
<ul style="list-style-type: none"> Paraphrase some of speaker’s main ideas and supporting evidence to draw meaning and ask questions. 	<p>The opportunity to address this objective is available. See the following: rBook Teacher’s Edition: Instructional Routines: T82-T83 Writing and Grammar: 27, 51, 79, 103, 127, 153, 177, 201, 229</p> <p>RDI 2 Resources for Differentiated Instruction, Writing & Grammar Strategies: Narrative Writing, 14, 19, 24, 29, 34, 39; Descriptive Writing, 44, 49, 54, 59, 64; Expository Writing, 69, 74, 79, 84, 89; Persuasive Writing, 94, 99, 109; Lesson 19 Writing a Persuasive Speech: 104-108; Functional Writing, 114, 119, 124, 129; Poetry, 134</p>
<ul style="list-style-type: none"> Inconsistently evaluate content and delivery and provide feedback that may not be constructive. 	<p>The opportunity to address this objective is available. See the following: rBook Teacher’s Edition: Instructional Routines: T82-T83 Writing and Grammar: 27, 51, 79, 103, 127, 153, 177, 201, 229</p> <p>RDI 2 Resources for Differentiated Instruction, Writing & Grammar Strategies: Narrative Writing, 14, 19, 24, 29, 34, 39; Descriptive Writing, 44, 49, 54, 59, 64; Expository Writing, 69, 74, 79, 84, 89; Persuasive Writing, 94, 99, 109; Lesson 19 Writing a Persuasive Speech: 104-108; Functional Writing, 114, 119, 124, 129; Poetry, 134</p>

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<ul style="list-style-type: none"> Listen and attempt to analyze dialects associated with informal and formal speaking contexts as they are reflected in slang, jargon, and language styles. 	<p>rBook Teacher’s Edition: Readings: 208-209, 210-219, 220-221</p> <p>RDI 2 Resources for Differentiated Instruction, Writing & Grammar Strategies: Functional Writing, Lesson 22 Business Letter, Skill Builder: Formal and Informal Language: 123</p>
<ul style="list-style-type: none"> Follow multistep oral directions, but may not complete a task. 	<p>The opportunity to address this objective is available. See the following: rBook Teacher’s Edition: Functional Literacy: 105</p> <p>RDI 1 Resources for Differentiated Instruction, Reading Skills and Strategies: Comprehension, Lesson 38 Read Instructions: 325</p> <p>RDI 3 Resources for Differentiated Instruction, Strategies for English-Language Learners: Language Development Activities: Getting From Here to There (practice following directions): 42</p>
BELOW STANDARD	
<ul style="list-style-type: none"> Inaccurately paraphrase speaker’s main ideas. 	<p>The opportunity to address this objective is available. See the following: rBook Teacher’s Edition: Instructional Routines: T82-T83 Writing and Grammar: 27, 51, 79, 103, 127, 153, 177, 201, 229</p> <p>RDI 2 Resources for Differentiated Instruction, Writing & Grammar Strategies: Narrative Writing, 14, 19, 24, 29, 34, 39; Descriptive Writing, 44, 49, 54, 59, 64; Expository Writing, 69, 74, 79, 84, 89; Persuasive Writing, 94, 99, 109; Lesson 19 Writing a Persuasive Speech: 104-108; Functional Writing, 114, 119, 124, 129; Poetry, 134</p>

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<ul style="list-style-type: none"> Lack skills to evaluate content and delivery and rarely provide feedback. 	<p>The opportunity to address this objective is available. See the following: rBook Teacher’s Edition: Instructional Routines: T82-T83 Writing and Grammar: 27, 51, 79, 103, 127, 153, 177, 201, 229</p> <p>RDI 2 Resources for Differentiated Instruction, Writing & Grammar Strategies: Narrative Writing, 14, 19, 24, 29, 34, 39; Descriptive Writing, 44, 49, 54, 59, 64; Expository Writing, 69, 74, 79, 84, 89; Persuasive Writing, 94, 99, 109; Lesson 19 Writing a Persuasive Speech: 104-108; Functional Writing, 114, 119, 124, 129; Poetry, 134</p>
<ul style="list-style-type: none"> Demonstrate limited knowledge of dialects. 	<p>rBook Teacher’s Edition: Readings: 208-209, 210-219, 220-221</p> <p>RDI 2 Resources for Differentiated Instruction, Writing & Grammar Strategies: Functional Writing, Lesson 22 Business Letter, Skill Builder: Formal and Informal Language: 123</p>
<ul style="list-style-type: none"> Follow simple oral directions only. 	<p>The opportunity to address this objective is available. See the following: rBook Teacher’s Edition: Functional Literacy: 105</p> <p>RDI 1 Resources for Differentiated Instruction, Reading Skills and Strategies: Comprehension, Lesson 38 Read Instructions: 325</p> <p>RDI 3 Resources for Differentiated Instruction, Strategies for English-Language Learners: Language Development Activities: Getting From Here to There (practice following directions): 42</p>

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<p>Content Standard 9.0 Students speak using organization, style, tone, voice, and media aids appropriate to audience and purpose.</p>	
<p>EXCEEDS STANDARD</p>	
<ul style="list-style-type: none"> Select and use purposeful vocabulary and exemplary public speaking techniques appropriate to audience and purpose. 	<p>Students can present their compositions. rBook Teacher’s Edition: Instructional Routines: T82-T83 Writing and Grammar: 27, 51, 79, 103, 127, 153, 177, 201, 229</p> <p>RDI 2 Resources for Differentiated Instruction, Writing & Grammar Strategies: Narrative Writing, 14, 19, 24, 29, 34, 39; Descriptive Writing, 44, 49, 54, 59, 64; Expository Writing, 69, 74, 79, 84, 89; Persuasive Writing, 94, 99, 104, 109; Functional Writing, 114, 119, 124, 129; Poetry, 134</p>
<ul style="list-style-type: none"> Skillfully organize and deliver planned and impromptu presentations appropriate to audience and purpose. 	<p>Students can present their compositions. rBook Teacher’s Edition: Instructional Routines: T82-T83 Writing and Grammar: 27, 51, 79, 103, 127, 153, 177, 201, 229</p> <p>RDI 2 Resources for Differentiated Instruction, Writing & Grammar Strategies: Narrative Writing, 14, 19, 24, 29, 34, 39; Descriptive Writing, 44, 49, 54, 59, 64; Expository Writing, 69, 74, 79, 84, 89; Persuasive Writing, 94, 99, 104, 109; Functional Writing, 114, 119, 124, 129; Poetry, 134</p>
<ul style="list-style-type: none"> Give clear and concise multistep directions to complete an increasingly complex task. 	<p>The opportunity to address this objective is available. See the following: RDI 1 Resources for Differentiated Instruction, Reading Skills and Strategies: Comprehension, Lesson 36 Evaluate Sources and Evidence: 323; Lesson 39 Read Content-Area Text: 326; Lesson 42 Read Electronic Text: 329; Lesson 45 Read Across Texts: 332</p>

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<ul style="list-style-type: none"> Give clear and concise multistep directions to complete an increasingly complex task. (continued) 	<p>RDI 2 Resources for Differentiated Instruction, Writing & Grammar Strategies: Research, Lesson 27 Finding and Recording Information: 141-143; Lesson 28 Organizing Information and Notes: 144-146</p>
MEETS STANDARD	
<ul style="list-style-type: none"> Select and use vocabulary and public speaking techniques appropriate to audience and purpose. 	<p>Students can present their compositions. rBook Teacher’s Edition: Instructional Routines: T82-T83 Writing and Grammar: 27, 51, 79, 103, 127, 153, 177, 201, 229</p> <p>RDI 2 Resources for Differentiated Instruction, Writing & Grammar Strategies: Narrative Writing, 14, 19, 24, 29, 34, 39; Descriptive Writing, 44, 49, 54, 59, 64; Expository Writing, 69, 74, 79, 84, 89; Persuasive Writing, 94, 99, 104, 109; Functional Writing, 114, 119, 124, 129; Poetry, 134</p>
<ul style="list-style-type: none"> Organize and deliver planned and impromptu presentations appropriate to audience and purpose. 	<p>Students can present their compositions. rBook Teacher’s Edition: Instructional Routines: T82-T83 Writing and Grammar: 27, 51, 79, 103, 127, 153, 177, 201, 229</p> <p>RDI 2 Resources for Differentiated Instruction, Writing & Grammar Strategies: Narrative Writing, 14, 19, 24, 29, 34, 39; Descriptive Writing, 44, 49, 54, 59, 64; Expository Writing, 69, 74, 79, 84, 89; Persuasive Writing, 94, 99, 104, 109; Functional Writing, 114, 119, 124, 129; Poetry, 134</p>
<ul style="list-style-type: none"> Give clear and concise multistep directions to complete a complex task. 	<p>The opportunity to address this objective is available. See the following: RDI 1 Resources for Differentiated Instruction, Reading Skills and Strategies: Comprehension, Lesson 36 Evaluate Sources and Evidence: 323; Lesson 39 Read Content-Area Text: 326; Lesson 42 Read</p>

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<ul style="list-style-type: none"> Give clear and concise multistep directions to complete a complex task. (continued) 	<p>Electronic Text: 329; Lesson 45 Read Across Texts: 332</p> <p>RDI 2 Resources for Differentiated Instruction, Writing & Grammar Strategies: Research, Lesson 27 Finding and Recording Information: 141-143; Lesson 28 Organizing Information and Notes: 144-146</p>
<p>APPROACHES STANDARD</p>	
<ul style="list-style-type: none"> Select and use limited vocabulary or public speaking techniques that may be inappropriate to audience and purpose. 	<p>Students can present their compositions.</p> <p>rBook Teacher’s Edition: Instructional Routines: T82-T83 Writing and Grammar: 27, 51, 79, 103, 127, 153, 177, 201, 229</p> <p>RDI 2 Resources for Differentiated Instruction, Writing & Grammar Strategies: Narrative Writing, 14, 19, 24, 29, 34, 39; Descriptive Writing, 44, 49, 54, 59, 64; Expository Writing, 69, 74, 79, 84, 89; Persuasive Writing, 94, 99, 104, 109; Functional Writing, 114, 119, 124, 129; Poetry, 134</p>
<ul style="list-style-type: none"> Ineffectively organize or deliver presentations that may be inappropriate to audience and purpose. 	<p>Students can present their compositions.</p> <p>rBook Teacher’s Edition: Instructional Routines: T82-T83 Writing and Grammar: 27, 51, 79, 103, 127, 153, 177, 201, 229</p> <p>RDI 2 Resources for Differentiated Instruction, Writing & Grammar Strategies: Narrative Writing, 14, 19, 24, 29, 34, 39; Descriptive Writing, 44, 49, 54, 59, 64; Expository Writing, 69, 74, 79, 84, 89; Persuasive Writing, 94, 99, 104, 109; Functional Writing, 114, 119, 124, 129; Poetry, 134</p>
<ul style="list-style-type: none"> Give multistep directions to complete a complex task with minimal assistance. 	<p>The opportunity to address this objective is available. See the following: RDI 1 Resources for Differentiated Instruction, Reading Skills and Strategies: Comprehension, Lesson 36 Evaluate</p>

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<ul style="list-style-type: none"> Give multistep directions to complete a complex task with minimal assistance. (continued) 	<p>Sources and Evidence: 323; Lesson 39 Read Content-Area Text: 326; Lesson 42 Read Electronic Text: 329; Lesson 45 Read Across Texts: 332</p> <p>RDI 2 Resources for Differentiated Instruction, Writing & Grammar Strategies: Research, Lesson 27 Finding and Recording Information: 141-143; Lesson 28 Organizing Information and Notes: 144-146</p>
BELOW STANDARD	
<ul style="list-style-type: none"> Use rudimentary vocabulary and demonstrate limited public speaking techniques. 	<p>Students can present their compositions. rBook Teacher's Edition: Instructional Routines: T82-T83 Writing and Grammar: 27, 51, 79, 103, 127, 153, 177, 201, 229</p> <p>RDI 2 Resources for Differentiated Instruction, Writing & Grammar Strategies: Narrative Writing, 14, 19, 24, 29, 34, 39; Descriptive Writing, 44, 49, 54, 59, 64; Expository Writing, 69, 74, 79, 84, 89; Persuasive Writing, 94, 99, 104, 109; Functional Writing, 114, 119, 124, 129; Poetry, 134</p>
<ul style="list-style-type: none"> Demonstrate a lack of organization and ineffective delivery of presentations. 	<p>Students can present their compositions. rBook Teacher's Edition: Instructional Routines: T82-T83 Writing and Grammar: 27, 51, 79, 103, 127, 153, 177, 201, 229</p> <p>RDI 2 Resources for Differentiated Instruction, Writing & Grammar Strategies: Narrative Writing, 14, 19, 24, 29, 34, 39; Descriptive Writing, 44, 49, 54, 59, 64; Expository Writing, 69, 74, 79, 84, 89; Persuasive Writing, 94, 99, 104, 109; Functional Writing, 114, 119, 124, 129; Poetry, 134</p>

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<ul style="list-style-type: none"> Give incomplete or unclear directions to complete a complex task. 	<p>The opportunity to address this objective is available. See the following:</p> <p>RDI 1 Resources for Differentiated Instruction, Reading Skills and Strategies: Comprehension, Lesson 36 Evaluate Sources and Evidence: 323; Lesson 39 Read Content-Area Text: 326; Lesson 42 Read Electronic Text: 329; Lesson 45 Read Across Texts: 332</p> <p>RDI 2 Resources for Differentiated Instruction, Writing & Grammar Strategies: Research, Lesson 27 Finding and Recording Information: 141-143; Lesson 28 Organizing Information and Notes: 144-146</p>
<p>Content Standard 10.0 Students participate in discussions to offer information, clarify ideas, and support a position.</p>	
<p>EXCEEDS STANDARD</p>	
<ul style="list-style-type: none"> Lead conversations and group discussions and provide constructive feedback as appropriate. 	<p>rBook Teacher's Edition: Anchor Video: 8K, 32K, 56M, 84K, 108K, 132M, 158K, 182K, 206K Readings: 10-11, 12-15, 16-19, 34-35, 36-39, 40-43, 60-69, 70, 71, 86-87, 88-91, 92-95, 110-111, 112-115, 116-119, 136-143, 144-145, 160-161, 162-165, 166-169, 184-185, 186-189, 190-193, 208-209, 210-217, 218-219</p>
<ul style="list-style-type: none"> Request and provide convincing evidence to support an opinion. 	<p>The opportunity to address this objective is available. See the following:</p> <p>rBook Teacher's Edition: Writing and Grammar: 122-127, 172-177</p> <p>RDI 2 Resources for Differentiated Instruction, Writing & Grammar Strategies: Persuasive Writing, Lesson 19 Writing a Persuasive Speech: 104-108</p>
<ul style="list-style-type: none"> Assist in establishing group rules and developing individual roles in a variety of discussion formats. 	<p>The opportunity to address this objective is available. See the following:</p> <p>rBook Teacher's Edition: Anchor Video: 8K, 32K, 56M, 84K, 108K, 132M, 158K, 182K, 206K</p>

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<ul style="list-style-type: none"> Assist in establishing group rules and developing individual roles in a variety of discussion formats. (continued) 	<p>Readings: 10-11, 12-15, 16-19, 34-35, 36-39, 40-43, 60-69, 70, 71, 86-87, 88-91, 92-95, 110-111, 112-115, 116-119, 136-143, 144-145, 160-161, 162-165, 166-169, 184-185, 186-189, 190-193, 208-209, 210-217, 218-219</p>
<ul style="list-style-type: none"> Express valid and supported opinions while considering multiple or divergent viewpoints. 	<p>rBook Teacher’s Edition: Writing and Grammar: 122-127, 172-177</p> <p>RDI 2 Resources for Differentiated Instruction, Writing & Grammar Strategies: Persuasive Writing, Lesson 19 Writing a Persuasive Speech: 104-108</p>
MEETS STANDARD	
<ul style="list-style-type: none"> Participate in conversations and group discussions as an active listener to provide constructive feedback. 	<p>rBook Teacher’s Edition: Anchor Video: 8K, 32K, 56M, 84K, 108K, 132M, 158K, 182K, 206K</p> <p>Readings: 10-11, 12-15, 16-19, 34-35, 36-39, 40-43, 60-69, 70, 71, 86-87, 88-91, 92-95, 110-111, 112-115, 116-119, 136-143, 144-145, 160-161, 162-165, 166-169, 184-185, 186-189, 190-193, 208-209, 210-217, 218-219</p>
<ul style="list-style-type: none"> Examine and provide specific evidence to support an opinion. 	<p>The opportunity to address this objective is available. See the following: rBook Teacher’s Edition: Writing and Grammar: 122-127, 172-177</p> <p>RDI 2 Resources for Differentiated Instruction, Writing & Grammar Strategies: Persuasive Writing, Lesson 19 Writing a Persuasive Speech: 104-108</p>
<ul style="list-style-type: none"> Follow group rules and understand individual roles in a variety of discussion formats. 	<p>The opportunity to address this objective is available. See the following: rBook Teacher’s Edition: Anchor Video: 8K, 32K, 56M, 84K, 108K, 132M, 158K, 182K, 206K</p> <p>Readings: 10-11, 12-15, 16-19, 34-35, 36-39, 40-43, 60-69, 70, 71, 86-87, 88-91, 92-95, 110-111, 112-115, 116-119, 136-143, 144-145, 160-161, 162-165, 166-169, 184-185, 186-189, 190-193, 208-209, 210-217, 218-219</p>

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<ul style="list-style-type: none"> Express supported opinions while considering multiple or divergent viewpoints. 	<p>rBook Teacher’s Edition: Writing and Grammar: 122-127, 172-177</p> <p>RDI 2 Resources for Differentiated Instruction, Writing & Grammar Strategies: Persuasive Writing, Lesson 19 Writing a Persuasive Speech: 104-108</p>
APPROACHES STANDARD	
<ul style="list-style-type: none"> Seldom participate in conversations and group discussions; may make inappropriate responses. 	<p>rBook Teacher’s Edition: Anchor Video: 8K, 32K, 56M, 84K, 108K, 132M, 158K, 182K, 206K Readings: 10-11, 12-15, 16-19, 34-35, 36-39, 40-43, 60-69, 70, 71, 86-87, 88-91, 92-95, 110-111, 112-115, 116-119, 136-143, 144-145, 160-161, 162-165, 166-169, 184-185, 186-189, 190-193, 208-209, 210-217, 218-219</p>
<ul style="list-style-type: none"> Occasionally request and provide evidence in support of an opinion. 	<p>The opportunity to address this objective is available. See the following: rBook Teacher’s Edition: Writing and Grammar: 122-127, 172-177</p> <p>RDI 2 Resources for Differentiated Instruction, Writing & Grammar Strategies: Persuasive Writing, Lesson 19 Writing a Persuasive Speech: 104-108</p>
<ul style="list-style-type: none"> Display some knowledge of group rules and individual roles in discussion formats. 	<p>The opportunity to address this objective is available. See the following: rBook Teacher’s Edition: Anchor Video: 8K, 32K, 56M, 84K, 108K, 132M, 158K, 182K, 206K Readings: 10-11, 12-15, 16-19, 34-35, 36-39, 40-43, 60-69, 70, 71, 86-87, 88-91, 92-95, 110-111, 112-115, 116-119, 136-143, 144-145, 160-161, 162-165, 166-169, 184-185, 186-189, 190-193, 208-209, 210-217, 218-219</p>

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<ul style="list-style-type: none"> Express opinions that may not consider multiple or divergent viewpoints. 	<p>rBook Teacher’s Edition: Writing and Grammar: 122-127, 172-177</p> <p>RDI 2 Resources for Differentiated Instruction, Writing & Grammar Strategies: Persuasive Writing, Lesson 19 Writing a Persuasive Speech: 104-108</p>
BELOW STANDARD	
<ul style="list-style-type: none"> Listen, but do not contribute, to conversations and group discussions. 	<p>rBook Teacher’s Edition: Anchor Video: 8K, 32K, 56M, 84K, 108K, 132M, 158K, 182K, 206K Readings: 10-11, 12-15, 16-19, 34-35, 36-39, 40-43, 60-69, 70, 71, 86-87, 88-91, 92-95, 110-111, 112-115, 116-119, 136-143, 144-145, 160-161, 162-165, 166-169, 184-185, 186-189, 190-193, 208-209, 210-217, 218-219</p>
<ul style="list-style-type: none"> Lack awareness of the importance of evidence in support of an opinion. 	<p>The opportunity to address this objective is available. See the following: rBook Teacher’s Edition: Writing and Grammar: 122-127, 172-177</p> <p>RDI 2 Resources for Differentiated Instruction, Writing & Grammar Strategies: Persuasive Writing, Lesson 19 Writing a Persuasive Speech: 104-108</p>
<ul style="list-style-type: none"> Lack knowledge of rules and/or roles in discussion formats. 	<p>The opportunity to address this objective is available. See the following: rBook Teacher’s Edition: Anchor Video: 8K, 32K, 56M, 84K, 108K, 132M, 158K, 182K, 206K Readings: 10-11, 12-15, 16-19, 34-35, 36-39, 40-43, 60-69, 70, 71, 86-87, 88-91, 92-95, 110-111, 112-115, 116-119, 136-143, 144-145, 160-161, 162-165, 166-169, 184-185, 186-189, 190-193, 208-209, 210-217, 218-219</p>

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<ul style="list-style-type: none"> Express an unsupported opinion and do not recognize other viewpoints. 	<p>rBook Teacher’s Edition: Writing and Grammar: 122-127, 172-177</p> <p>RDI 2 Resources for Differentiated Instruction, Writing & Grammar Strategies: Persuasive Writing, Lesson 19 Writing a Persuasive Speech: 104-108</p>
<p>Content Standard 11.0 Students formulate research questions, use a variety of sources to obtain information, weigh the evidence, draw valid conclusions, and present findings.</p>	
<p>EXCEEDS STANDARD</p>	
<ul style="list-style-type: none"> Formulate appropriate questions and develop a clear purpose that leads to systematic inquiry, investigation, and research across the curriculum. 	<p>RDI 2 Resources for Differentiated Instruction, Writing & Grammar Strategies: Research, Lesson 26 Choosing and Narrowing a Topic: 139-140</p>
<ul style="list-style-type: none"> Systematically locate and select relevant information from multiple primary and secondary sources, including interviews, electronic resources, and community resources. 	<p>rBook Teacher’s Edition: Vocabulary/Word Study: 96-97, 170-171 Workshop Wrap-Up: 107, 181</p> <p>RDI 1 Resources for Differentiated Instruction, Reading Skills and Strategies: Comprehension, Lesson 42, Read Electronic Text: 329; Lesson 45 Read Across Texts: 332</p> <p>RDI 2 Resources for Differentiated Instruction, Writing & Grammar Strategies: Research, Lesson 27 Finding and Recording Information: 141-143</p>
<ul style="list-style-type: none"> Thoroughly document research sources using a given format. 	<p>RDI 2 Resources for Differentiated Instruction, Writing & Grammar Strategies: Research, Lesson 27 Finding and Recording Information: 141-143; Lesson 28 Organizing Information and Notes: 144-146; Lesson 29 Features of a Research Report: 147-150</p>
<ul style="list-style-type: none"> Accurately record information using a variety of note-taking and organizational strategies. 	<p>RDI 1 Resources for Differentiated Instruction, Reading Skills and Strategies: Comprehension, Lesson 28 Take Notes: 315; Lesson 39 Read Content-Area Text: 326</p>

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<ul style="list-style-type: none"> Accurately record information using a variety of note-taking and organizational strategies. (continued) 	<p>RDI 2 Resources for Differentiated Instruction, Writing & Grammar Strategies: Research, Lesson 27 Finding and Recording Information: 141-143; Lesson 28 Organizing Information and Notes: 144-146; Lesson 29 Features of a Research Report: 147-150</p>
<ul style="list-style-type: none"> Deliver a well-organized research presentation using appropriate multimedia. 	<p>RDI 2 Resources for Differentiated Instruction, Writing & Grammar Strategies: Research, Lesson 29 Features of a Research Report: 147-150</p>
MEETS STANDARD	
<ul style="list-style-type: none"> Formulate questions and develop a purpose which leads to inquiry, investigation, and research across the curriculum. 	<p>RDI 2 Resources for Differentiated Instruction, Writing & Grammar Strategies: Research, Lesson 26 Choosing and Narrowing a Topic: 139-140</p>
<ul style="list-style-type: none"> Locate and select relevant information from multiple primary and secondary sources. 	<p>rBook Teacher’s Edition: Vocabulary/Word Study: 96-97, 170-171 Workshop Wrap-Up: 107, 181</p> <p>RDI 1 Resources for Differentiated Instruction, Reading Skills and Strategies: Comprehension, Lesson 42, Read Electronic Text: 329; Lesson 45 Read Across Texts: 332</p> <p>RDI 2 Resources for Differentiated Instruction, Writing & Grammar Strategies: Research, Lesson 27 Finding and Recording Information: 141-143</p>
<ul style="list-style-type: none"> Document research sources using a given format. 	<p>RDI 2 Resources for Differentiated Instruction, Writing & Grammar Strategies: Research, Lesson 27 Finding and Recording Information: 141-143; Lesson 28 Organizing Information and Notes: 144-146; Lesson 29 Features of a Research Report: 147-150</p>

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<ul style="list-style-type: none"> Record information using a variety of note-taking and organizational strategies. 	<p>RDI 1 Resources for Differentiated Instruction, Reading Skills and Strategies: Comprehension, Lesson 28 Take Notes: 315; Lesson 39 Read Content-Area Text: 326</p> <p>RDI 2 Resources for Differentiated Instruction, Writing & Grammar Strategies: Research, Lesson 27 Finding and Recording Information: 141-143; Lesson 28 Organizing Information and Notes: 144-146; Lesson 29 Features of a Research Report: 147-150</p>
<ul style="list-style-type: none"> Organize and present research findings using appropriate multimedia. 	<p>RDI 2 Resources for Differentiated Instruction, Writing & Grammar Strategies: Research, Lesson 29 Features of a Research Report: 147-150</p>
APPROACHES STANDARD	
<ul style="list-style-type: none"> Formulate questions with limited success and attempt to develop a statement of purpose that may lead to the research process. 	<p>RDI 2 Resources for Differentiated Instruction, Writing & Grammar Strategies: Research, Lesson 26 Choosing and Narrowing a Topic: 139-140</p>
<ul style="list-style-type: none"> Locate information from a limited number of primary and secondary sources. 	<p>rBook Teacher’s Edition: Vocabulary/Word Study: 96-97, 170-171 Workshop Wrap-Up: 107, 181</p> <p>RDI 1 Resources for Differentiated Instruction, Reading Skills and Strategies: Comprehension, Lesson 42, Read Electronic Text: 329; Lesson 45 Read Across Texts: 332</p> <p>RDI 2 Resources for Differentiated Instruction, Writing & Grammar Strategies: Research, Lesson 27 Finding and Recording Information: 141-143</p>
<ul style="list-style-type: none"> Document research sources, but may make major errors in format. 	<p>RDI 2 Resources for Differentiated Instruction, Writing & Grammar Strategies: Research, Lesson 27 Finding and Recording Information: 141-143; Lesson 28 Organizing Information and Notes: 144-146; Lesson 29 Features of a Research Report: 147-150</p>

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<ul style="list-style-type: none"> Present research findings which may lack effective organization and may not include multimedia. 	<p>RDI 1 Resources for Differentiated Instruction, Reading Skills and Strategies: Comprehension, Lesson 28 Take Notes: 315; Lesson 39 Read Content-Area Text: 326</p> <p>RDI 2 Resources for Differentiated Instruction, Writing & Grammar Strategies: Research, Lesson 27 Finding and Recording Information: 141-143; Lesson 28 Organizing Information and Notes: 144-146; Lesson 29 Features of a Research Report: 147-150</p>
<ul style="list-style-type: none"> Present research findings which may lack effective organization and may not include multimedia. 	<p>RDI 2 Resources for Differentiated Instruction, Writing & Grammar Strategies: Research, Lesson 29 Features of a Research Report: 147-150</p>
BELOW STANDARD	
<ul style="list-style-type: none"> Formulate rudimentary questions, but lack a clear statement of purpose; have little success with the research process. 	<p>RDI 2 Resources for Differentiated Instruction, Writing & Grammar Strategies: Research, Lesson 26 Choosing and Narrowing a Topic: 139-140</p>
<ul style="list-style-type: none"> Collect minimal or incomplete information. 	<p>rBook Teacher’s Edition: Vocabulary/Word Study: 96-97, 170-171 Workshop Wrap-Up: 107, 181</p> <p>RDI 1 Resources for Differentiated Instruction, Reading Skills and Strategies: Comprehension, Lesson 42, Read Electronic Text: 329; Lesson 45 Read Across Texts: 332</p> <p>RDI 2 Resources for Differentiated Instruction, Writing & Grammar Strategies: Research, Lesson 27 Finding and Recording Information: 141-143</p>
<ul style="list-style-type: none"> Provide little or no documentation. 	<p>RDI 2 Resources for Differentiated Instruction, Writing & Grammar Strategies: Research, Lesson 27 Finding and Recording Information: 141-143; Lesson 28 Organizing Information and Notes: 144-146; Lesson 29 Features of a Research Report: 147-150</p>

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<ul style="list-style-type: none"> Record insufficient or irrelevant information without note-taking or organizational strategies. 	<p>RDI 1 Resources for Differentiated Instruction, Reading Skills and Strategies: Comprehension, Lesson 28 Take Notes: 315; Lesson 39 Read Content-Area Text: 326</p> <p>RDI 2 Resources for Differentiated Instruction, Writing & Grammar Strategies: Research, Lesson 27 Finding and Recording Information: 141-143; Lesson 28 Organizing Information and Notes: 144-146; Lesson 29 Features of a Research Report: 147-150</p>
<ul style="list-style-type: none"> Present findings, but fail to interpret text into own words; lack multimedia support. 	<p>RDI 2 Resources for Differentiated Instruction, Writing & Grammar Strategies: Research, Lesson 29 Features of a Research Report: 147-150</p>